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ABSTRACT

To integrate educational efforts with the objectives of career education, 25 schools from the New Albany-Floyd County (Indiana) School Corporation initiated a program to introduce career education in all the grade levels (1-12). Specific objectives and goals for the career center, students, staff, and community are stated. The major phases and implementation schedule for elementary and secondary career education programs for 1973-74 are described and related to the results, accomplishments, and evaluations of major activities of these phases. Career education activities utilized community resources at the elementary level. For the secondary level the focus was on career clusters as a means to implement career education. Secondary guidance departments were also involved in career education. A 43-page summary addendum describes in detail research and development activities in career education for the elementary and secondary programs for 1974-75. Appendixes include materials related to the career education activities and a self-image inventory. (EC)

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FINAL REPORT

Project No. V36102-4L
Grant No. OEC-0-73-2981

NEW ALBANY-FLOYD COUNTY CAREER EDUCATION PROJECT

Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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June 30, 1975

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SUMMARY OF REPORT

PERIOD COVERED:

July 1, 1973 - June 30, 1974

Man's storehouse of knowledge is predicted to double during the 70's. This surge has brought us from a simple agrarian society of a generation or two ago to a point where there are more than 30,000 job categories in the United States. What does this mean to a child in elementary school ....to a curious junior high student....to a maturing youth in senior high school?

* It means that our students must be aware of many kinds of occupations.
* They must study the occupations in line with their own abilities.
* It means that they must be prepared to make adjustments in career training several times to keep pace with the demands of our fast moving society.

On these premises, the Floyd County Schools initiated a program to integrate educational efforts around the common goal of career education.

PROJECT GOALS AND OBJECTIVES. The major goal for school year 1973-74 is to integrate career education into the curriculum at all levels (1-12) of the New Albany-Floyd County School Corporation. Pursuant to this goal, separate groups of objectives in each of the following categories were developed:

1. Career Resource Center
2. Students
3. Staff Development

a. Elementary level
b. Secondary level

4. Community

The success in reaching these objectives at all levels will have a direct bearing on the growth and enduring effect of career education in our schools. The goals are as follows:

I. The Career Resource Center

A. MAIN GOAL: The Career Resource Center will be developed and expanded into an instructional materials and service center.

B. Objectives

1. Given an ample budget allocation, the staff will purchase a sufficient number of commercially produced instructional materials for circulation throughout the school corporation.
2. The Career Resource Center will compile, reproduce and distribute instructional materials produced by teachers in our school corporation.
3. The staff at the Career Resource Center will produce and distribute materials for aiding in the instruction of career education.
4. The Career Resource Center staff will produce and distribute a brochure for informing the public about career education in our schools.
5. The Career Resource Center staff will group and classify materials according to the fifteen (15) career clusters as developed by the U.S. Office of Education.
6. The liaison role of the Career Resource Center between the community and our schools will be developed.
7. The Career Resource Center will be developed as a facility for extending information concerning career education beyond the school corporation into kindergarten, adult education, and college.
8. The Career Resource Center will publicize via newspapers, radio, and television various career education projects in our school corporation.

II. Students

A. MAJOR GOAL: Students will develop an awareness of

how subjects taught in school relate to the real world.

B. Objectives
1. Students will develop an awareness of the fifteen (15) career clusters.
2. Students will be given an opportunity to analyze their interests, values, and skills as they relate to careers.
3. A pilot group of students will be given a series of exploratory experiences in the community.
4. Students will recognize the relevance of various subjects taught in our schools.
5. Students will develop and demonstrate decision-making skills.

III. Teachers

A. MAJOR GOAL: Teachers will develop an understanding of career education and integrate career education activities into their teaching.

B. Objectives
1. Teachers will become aware of the meaning of career education and its role in the total education program.
2. Teachers will participate in an in-service training program using released time to develop ways to implement career education into their classrooms.

Specific objectives for elementary teachers

3. Given a series of four (4) workshops, teachers will demonstrate how they will integrate career education into their classrooms by producing a minimum of three (3) teaching units or six (6) daily lesson plans.
4. Given the three (3) career clusters for their grade level, teachers will develop a minimum of three (3) daily lesson plans for integrating career education into the various curriculum areas.
5. Given commercially produced materials such as films, tape cassettes, filmstrips, and books, teachers will develop career education by using these materials in their classrooms.

Specific objectives for secondary teachers

6. Given several departmental in-service training meetings, the school personnel involved in each subject area will recognize the value of career education at the secondary level.
7. Given an organized sequence for the fifteen (15) career clusters throughout the school year, teachers will identify ways career education can be integrated into their classrooms.
8. Given commercially produced materials such as films, filmstrips, tape cassettes, and books, teachers will develop career education by using these materials in their classrooms.

IV. Community

A. MAJOR GOAL: To develop the relationship between the community and our schools.

B. Objectives
1. The community will become aware of career education in our schools.
2. Through involvement and participation in classroom activities, community personnel will expand the community resource program.
3. The community will extend the opportunity for students to tour a variety of community businesses and industries.
4. Community personnel will expand opportunities for teachers to become acquainted with community resources.
5. Community leaders will serve as consultants for career education in the local community.

IMPLEMENTATION PLANS FOR SCHOOL YEAR 1973-74. Strategies and implementation procedures for school year 1973-74 were completed by late August. The final draft contained plans of action designed to include all grade levels of the twenty-three schools in the New Albany-Floyd County School Corporation. The major phases and implementation schedule for both elementary and secondary career education programs are listed on the following pages:

ELEMENTARY CAREER EDUCATION PROGRAM 1973-74

PHASE I

Development of objectives for the elementary program.
Development of implementation plans for elementary program.

PHASE II

Explanation of implementation plans to various groups and committees.
Approval of program by school officials, task force committee, and community advisory committee.
Individual conferences with each elementary principal.
Faculty meeting at each of the elementary buildings.

PHASE III

Organization and initiation of released-time workshops for in-service teacher training.

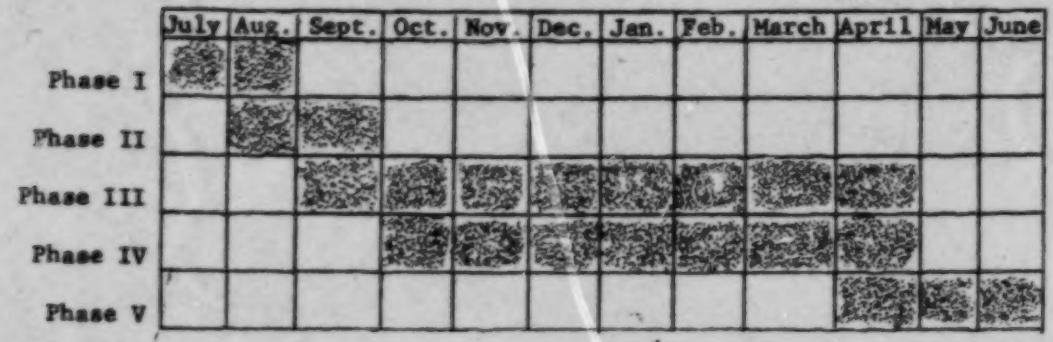
PHASE IV

Establishment of career education program in each elementary school through individual teacher participation.

PHASE V

Evaluation of program, collection of data, planning for 1974-75 based on evaluation and analysis of 1973-74 program.

ELEMENTARY CAREER EDUCATION IMPLEMENTATION CALENDAR 1973-74



SECONDARY CAREER EDUCATION PROGRAM 1973-74

PHASE I

Development of objectives.
Development of implementation plans.

PHASE II

Explanation of implementation plans to various groups and committees.

* Refinement and approval of program by school officials, task force committee, and community advisory committee.
* Individual conferences with secondary principals.

PHASE III

Organization and initiation of released-time workshops for in-service training.

PHASE IV

Initiate and execute plans to utilize the cluster approach as a means to implement career education.

PHASE V

Promote and develop career education activities that will involve secondary school guidance departments.

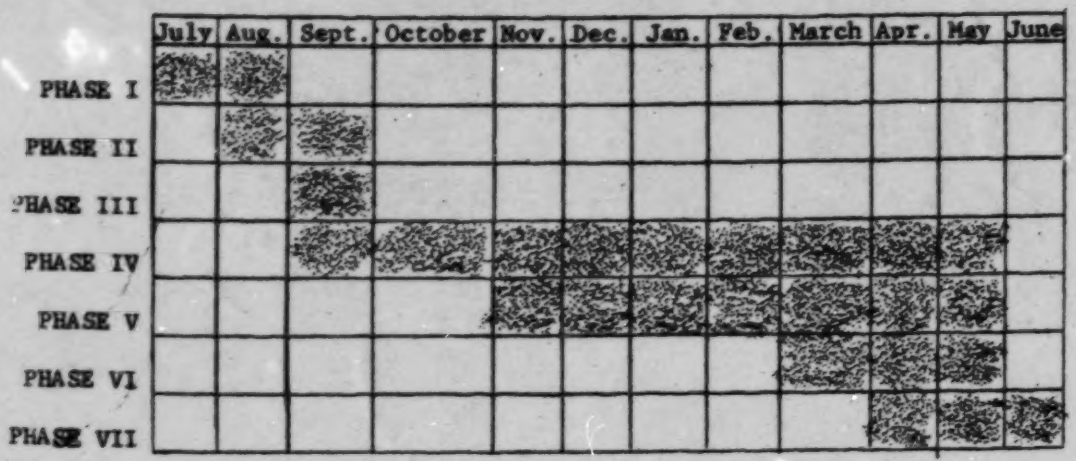
PHASE VI

Promote and develop career education activities that will involve parents with emphasis on parent guidance sessions concerning student course selection.

PHASE VII

Evaluation of program.

SECONDARY CAREER EDUCATION IMPLEMENTATION CALENDAR 1973-74



RESULTS AND ACCOMPLISHMENTS

Generally the project's operational components were developed within the time frame consistent with our procedural model. Mini-statements describing results and accomplishments of major activities are listed below:

Elementary Career Education Program

Phase I: Development of Objectives.

* A rough draft of plans was completed by the staff of the Career Resource Center.

* A nine (9) member elementary teacher task force met two (2) times to help the Career Resource Center staff formalize plans for school year 1973-74.

Phase II: Explanation of Plan to Groups and Committees.

* Community Advisory Committee made contributions and added reinforcement to implementation plans.

* Individual and group conferences were held with curriculum coordinators, selected building principals, and assistant superintendents. Several minor, but important logistic problems were identified and eliminated.

* The final draft of our implementation plans was completed and approved by our superintendent in late August.

* The Career Resource Center staff participated in the superintendent's management level workshop. Final implementation plans were reviewed and discussed with building principals, curriculum coordinators and assistant superintendents.

* Sixteen (16) individual conferences involved each of our elementary principals with the planning and logistic problems that were associated with career education elementary workshops.

* Faculty meetings in each of our sixteen (16) elementary schools produced one hundred and one (101) teacher volunteers for our in-service training workshops.

Phase III: Organization and Initiation of In-service Teacher Training.

* Throughout October, November, and December two half-day in-service training workshops were conducted in each of our sixteen elementary schools. Intermediate teachers usually met in the morning session. The afternoon sessions were attended by our primary teachers. All participation was voluntary.

* The third round of workshops were organized by grade level and held at the Career Resource Center. Staff members were exposed to our collection of resources. Time was provided to share ideas and plan grade level career education activities. Seventeen (17) workshops were held during the months of January, February, March, and April.

Phase IV: Establishment of Career Education Program

* Our career education concept approach was implemented and proved to be a successful systematic method of integrating career education into the daily lesson plans of our teachers. A complete description of the concept approach appeared in the April issue of Career Digest. (See Appendix 1 for a copy of this article.)

* An articulated career cluster approach was implemented in grades one through six. (Appendix 2 gives rational and grade sequence.)

* Distribution of a materials catalog and implementation of an ordering system created a steady increase in the volume of materials used by teachers. (Appendix 3 shows material frequency usage by schools.) (Appendix 4 shows career education materials frequency usage by months.)

Phase V: Evaluation of Program.

* An evaluation design conference was conducted to determine evaluation information requirements for the project. Five (5) of the fifteen (15) member task force were representatives from our elementary schools.

* A random sample of students and teachers representing all sixteen (16) elementary schools, all six grade levels, and a balance of various socio-economic groups was selected to participate in the evaluation program.

* A total of 1,248 students and 48 elementary teachers were involved in the evaluation procedures.

Secondary Career Education Program.

Phase I: Development of Objectives and Implementation Plans.

* A fourteen (14) member secondary task force was organized and utilized to add relevance and variety to the secondary career education plans for school year 1973-74.

* A rough draft of plans for our secondary schools was completed by the staff of the Career Resource Center.

Phase II: Explanation of Implementation Plans to Groups and Committees.

* Our community advisory committee was involved early in the formation stage of the career education implementation plans for school year 1973-74. The committee added considerable reinforcement to the plans for released time in-service training for teachers and requested more emphasis on an organized public relations program.

* Individual and group conferences were held with our curriculum coordinators. Several minor but important logistic problems were identified and/or eliminated.

* Final implementation plans were previewed and discussed with each of our secondary building principals. Conference dates, room assignments and staff scheduling were finalized during these conferences.

Phase III: Staff Development.

* Workshops for the teaching staff of our four (4) secondary schools began September 4, 1973, and continued through September 14. Twenty-four (24) two hour released time workshops were conducted during this time span.

* Two hundred forty-one (241) or approximately 96% of our secondary teaching staff attended the workshops.

Phase IV: Initiation and Execution of Plans for Career Cluster Approach.

* "Operation Career Cluster Weeks" was developed and implemented as a pilot effort to penetrate the departmentalized Carnegie Unit Domain of the secondary schools.

  A. The following procedures were used to organize "Operation Career Cluster Weeks" for school year 1973-74:

1. The New Albany-Floyd County school calendar was divided into fifteen (15) time modules.
2. A career cluster was assigned to each time module.
3. A rotation schedule was developed that scheduled a different career cluster in each school during each time module.

B. The following procedures were used to implement "Operation Career Cluster Weeks":
1. Conducted a workshop for the teaching staff of our four (4) secondary schools.
2. Used sixty (60) school days to introduce career clusters (fifteen days in each of our four secondary schools).

C. Did we penetrate the departmentalized Carnegie Unit Domain in the secondary schools?
1. The Career Resource Center recorded 228 school visitations during school year 1973-74. Most of the visitations were multiple contacts involving several staff members.
2. Documentation of some one-hundred twenty-five (125) career education activities that received direct involvement from the Career Resource Center tells us that career education activities did occur in the classroom.

* Operation "Career Cinema" was a structured presentation that introduced and emphasized a minimum of five (5) career clusters to each seventh and eighth grade student in two of our junior high schools. The activity involved student council members, parents, guidance counselors, speakers from our business/industrial community and the staff of the Career Resource Center.

A. Career Cinema was organized with the guidelines of the following basic format:
1. Interest sessions were organized to emphasize fourteen (14) of the U. S. Office of Education career clusters. Each cluster was introduced with a five minute film followed by a presentation by a resource person employed within the confines of the representing cluster.
2. Student participation was stimulated by promoting the movie or cinema theme. Each student attended five (5) career cluster presentations that related to his/her choice of life style.

B. The following procedures were used to implement Operation "Career Cinema":

1. Staff members normally assigned to presentation rooms assumed the responsibility of hall traffic control and maintaining order before and during the Career Cinema presentations.
2. Time scheduling was controlled by the public address system.

* A student career workshop sponsored by the Career Resource Center was a pilot effort to ascertain and perhaps eliminate some of the logistic problems that are associated with student visitation and exposure to the local business, civic, and industrial community. Our major goal was to create experiences that disciplined participants of the workshop to seek answers to the following questions:

A. In what areas am I interested?
B. What can I do?
C. Where can I make the greatest contribution?
D. In what position will I be happiest?

Using career clusters as an organizing theme, twenty-two (22) 12th grade students shared seventeen (17) workshop experiences that provided first-hand knowledge of the local business, civic, and industrial community.

Phase V: Guidance Staff Involvement.

* By scattering activities over several grades and schools, we were able to demonstrate a variety of techniques that emphasized self-awareness and curriculum planning. Brief descriptions of the activities are listed below:

A. 7th grade. Using a forty-two (42) item Self Image Inventory as an organizing unit (Appendix 5), 7th grade students in one of our junior high schools were acquainted with the basic tools and techniques of self-inventory. The activity also exposed students to an introduction to curriculum planning (See Appendix 6).

B. 8th grade. The Differential Aptitude Test with the Career Planning Inventory was administered to over eleven-hundred (1,100) second semester eighth grade students. Classroom size group guidance sessions were used to interpret the results to students. Results of the Career Planning Inventory, a letter of explanation and an invitation to talk things over with a counselor was mailed to each parent. (See Appendix 7)

C. 9th grade. Career awareness creates a need for curriculum planning. Two (2) pilot curriculum orientation efforts were implemented at the ninth grade level.

1. An experimental 8 mm. film illustrating the entire senior high school industrial arts curriculum was produced and presented to ninth grade industrial arts students.
2. A comprehensive orientation program was used to inform our students about our area vocational center curriculum. Major implementation components for the activity were:
   a. A slide-film and audio narrative description of the area school curriculum.
   b. A slide-film and audio narrative description of individual areas of instruction.
   c. One or more students currently enrolled in each of eighteen (18) areas of instruction.
   d. An assortment of tools and products representing each of the areas of instruction.

* Alternate educational activities, flavored with career education were organized for severe problem under-achieving students. The "Personal Development" Course was structured around Singer Education Divisions' "Job Survival Skills" program. The complete learning package of the Job Survival Kit (15 units) was customized to fit the needs of this special group of students. Several units were modified to receive activities that emphasized drugs/alcohol, smoking and other moral issues. (See Appendix 8 for bibliography, listing of reference materials).

* Club activities involve a large segment of the student population in our secondary schools. Many are extensions of subject areas. Other clubs represent student groups with special interests. Sheer numbers alone was enough to prompt the staff of the Career Resource Center to investigate the possibility of integrating career education into the club program. The Sports Illustrated Club in one of our junior high schools became our first pilot effort when sponsors of the club requested help from the Career Resource Center. Twenty-six (26) guest appearances from the community and a trip to a professional basketball game convinced one-hundred and sixty (160) interested boys and girls that sports was a big industry, supporting many career opportunities.

* Lowering the legal age (21 to 18) in Indiana presented our high school students with a new set of responsibilities and opportunities. Since career education concepts are related and/or addressed to these "coming of age" situations, the staff of the Career Resource Center organized a group of activities called the "Age of Majority Series." Titles of the six (6) interest sessions that were scheduled in each of our senior high schools are listed below:

  A. "Legal Obligations"
  B. "Paycheck Puzzle/How It Comes and Goes"
  C. "After High School What?"
  D. "Your Future Home"
  E. "Moral and Personal Responsibilities"

  Introductory and general supervision services for each of the sessions were provided by home school administrative and/or guidance personnel.

Phase VI: Career Education Activities that Involved Parents.

* Career exploration activities during student lunch breaks were organized and implemented through the joint efforts of the Career Resource Center, student council, and parents of one of our junior high schools. The pilot effort was staged in an informal learning atmosphere of a student commons area. Demonstration tables coupled with sit down and talk opportunities exposed students to a variety of career clusters. Resource people used during this activity consisted of parents from the participating school and students from our area vocational center.

* Plans for the administration of the Differential Aptitude Test to 8th grade students contained components designed to stimulate parent involvement. Procedures followed to implement such plans were as follows:

  A. A letter of explanation, stating purpose and nature of the aptitude test was jointly composed by the Career Resource Center staff and guidance personnel from participating schools.

  B. The Career Resource Center typed the master stencil and supervised printing of over eleven hundred (1,100) letters on school stationery. (See Appendix 7)

  C. Students concluded their group guidance sessions by addressing an envelope containing the above letter and a computer print-out of their Differential Aptitude Test results.

Phase VII: Evaluation of Program.

* An evaluation design conference was conducted to determine evaluation information requirements for the project. Six (6) of the fifteen (15) member task force were representatives from our secondary schools.

* A random sample of students and teachers representing our three (3) secondary schools, grades 7 through 12, and a balance of various achievement levels in five (5) major disciplines were selected to participate in the evaluation program.

* A total of 1,229 students and twelve (12) secondary teachers were involved in the evaluation process.

EVALUATION

IBEX, INC. AWARDED CAREER EDUCATION EVALUATION CONTRACT. Indiana State Department of Public Instruction awarded IBEX, Inc. (formerly Institute for Development of Educational Auditing, Arlington, Virginia), the contract to design and conduct a third party evaluation of New Albany-Floyd County Career Education Project.

CAREER RESOURCE CENTER SPONSORS EVALUATION DESIGN CONFERENCE. A task force consisting of five (5) representatives from our elementary schools, six (6) from our secondary schools, two (2) from our curriculum center, and two (2) assistant superintendents met November 13, 1973, for the purpose of developing the design for our career education evaluation program. Results of the conference became the basic foundation for the evaluation document of our Career Education Project. (See Appendix 9 for descriptive agenda of the Evaluation Design Conference)

EVALUATION DESIGN DOCUMENT COMPLETED. A design document for the second year evaluation of the New Albany-Floyd County Schools' Career Education

Project was completed by mid-December. The document emphasized "information based evaluation" and evolved around three major components:

. . . Information Users

. . . Information Domains

. . . Evaluation Questions

A carefully planned implementation time line was also included to assure that the evaluation ran smoothly and that all information needs and deadlines were met.

TESTING AND OBSERVATIONS COMPLETED ON SCHEDULE. Student testing and observations were completed by mid-April. The entire evaluation procedure involved 2,477 students, 60 teachers, and the staff of the Career Resource Center.

CONCLUSIONS AND RECOMMENDATIONS.

The second year of the Career Education Project was a year of expansion propelled by pilot efforts that penetrated each of the major disciplines and involving students in all grade levels. The second year was also a year of orientation and in-service training. With an increased staff of two (2) full-time consultants (elementary and secondary), the Career Resource Center was able to provide in-service training to 101 elementary teachers (approximately 50%) and 241 secondary teachers (approximately 96%). And finally... During the second year the Career Resource Center gained the identity of a service center. Staff involvement through conferences and workshops totaled 606 contacts with our local schools. The Career Resource Center also responded to 226 requests for materials, provided the services of 141 community resource people and organized 46 career education field trips.

RECOMMENDATIONS FOR SCHOOL YEAR 1974-75. Continued staff development, expansion of the Career Resource Center, a structured public relations campaign, and pilot efforts toward establishing career education on an area basis are suggested as major considerations for school year 1974-75. (See Conclusions, Implications, and Recommendations in the body of the report for a detailed discussion of above categories.)

BODY OF REPORT

PROBLEM AREA

Our first year of operation was dominated by efforts to establish career education as a vital and necessary concept. This was an essential, frustrating experience that presented few if any short cuts. The involvement was primarily educator to educator. Development of positive attitudes among staff members was high on the priority list.

NEEDS FOR SECOND YEAR IDENTIFIED. Late Spring and Summer were spent in implementing and recognizing those plans allowing for the project's second year of operation. The following needs were identified as important considerations to stimulate the second wave of involvement and development of career education in the New Albany-Floyd County School System:

* Further develop and refine the dissemination and field test system for materials.
* Clearly identify the need and responsibility of people expected to give support to the project.
* Identify and develop communication channels by groups to be served.
* Re-define and update role and needs of management.
* Develop time schedules and levels of control charting.
* Expand community involvement.

GOALS AND OBJECTIVES.

CAREER EDUCATION IS TOTAL EDUCATION. The career education model designed by the Indiana State Department of Public Instruction identifies the concepts and stages that are essential to the process of career educa-

tion. The guidelines spelled out in this model were used to formulate the basic philosophy behind the goals and objectives of the New Albany-Floyd County Schools' Career Education Project:

1. (K-5) INTRODUCE. Indiana's Model introduces career education into the elementary grades with the use of "respect for the world of work" as a dominate concept. Learning about the world of work and understanding how education is related to future jobs and careers is considered essential at the K-5 level. At this level major emphasis is placed on developing attitudes and values...only a small portion of the students' time is allotted to dissemination of career information.

2. (6-8) EXPLORE. At the middle school level or exploratory stage of career education, students are encouraged to compare their self-knowledge of the world of work and begin to think in broad areas of interests. Many exploratory experiences are needed as the student begins to assume responsibility for his educational and vocational future.

3. (9-10) INVESTIGATE. At the beginning of high school, students need an opportunity to look in depth at certain specific areas of interest. The basic concept for this level is: "Investigation is essential to the developmental process." Investigating career clusters initiates assessment of potential and provides students with a background of decision-making skills that can be applied to both immediate and future goals.

4. (11-12) EXPERIENCE. At the 11th and 12th grades, Indiana's Career Education Model has the individual student totally involved in specialized training. The student is preparing for post-secondary technical training which includes entry into college and/or employment.

MAJOR GOAL OF PROJECT. The major goal of this project for school year 1973-74 is to demonstrate a local adaptation of the philosophy that is outlined in Indiana's Career Education Model. By adapting the basic framework of the state model, (K 5, middle school, senior high) to our local 6-3-3 school organization pattern (1-6, junior high, senior

high), we intend to integrate career education into the curriculum at all levels (1-12) of the New Albany-Floyd County School Corporation.

OBJECTIVES FOCUSED ON MAJOR GOAL. Pursuant to this goal separate groups of objectives in each of the following categories were developed:

I. Career Resource Center.

II. Students.

III. Staff Development.

A. Elementary.
B. Secondary.

IV. Community

The success in reaching these objectives at all levels will have a direct bearing on the growth and enduring effect of career education in our schools. Detailed goals and objectives in each of the above categories are as follows:

I. The Career Resource Center

A. MAIN GOAL: The Career Resource Center will be developed and expanded into an instructional materials and service center.

B. Objectives
1. Given an ample budget allocation, the staff will purchase a sufficient number of commercially produced instructional materials for circulation throughout the school corporation.
2. The Career Resource Center will compile, reproduce, and distribute instructional materials produced by teachers in our school corporation.
3. The staff at the Career Resource Center will produce and distribute materials for aiding in the instruction of career education.
4. The Career Resource Center staff will produce and distribute a brochure for informing the public about career

education in our schools.

5. The Career Resource Center staff will group and classify materials according to the fifteen (15) career clusters as developed by the U.S. Office of Education.
6. The liaison role of the Career Resource Center between the community and our schools will be developed.
7. The Career Resource Center will be developed as a facility for extending information concerning career education beyond the school corporation into kindergarten, adult education, and college.
8. The Career Resource Center will publicize via newspapers, radio, and television various career education projects in our school corporation.

II. Students

A. MAJOR GOAL: Students will develop an awareness of how subjects taught in school relate to the real world.

B. Objectives

1. Students will develop an awareness of the fifteen (15) career clusters.
2. Students will be given an opportunity to analyze their interests, values, and skills as they relate to careers.
3. A pilot group of students will be given a series of exploratory experiences in the community.
4. Students will recognize the relevance of various subjects taught in our schools.
5. Students will develop and demonstrate decision making skills.

III. Teachers

A. MAJOR GOAL: Teachers will develop an understanding of career education and integrate career education activities into their teaching.

B. Objectives

1. Teachers will become aware of the meaning of career education and its role in the total education program.

2. Teachers will participate in an in-service training program using released time to develop ways to implement career education into their classrooms.

Specific Objectives for Elementary Teachers

3. Given a series of four (4) workshops, teachers will demonstrate how they will integrate career education into their classrooms by producing a minimum of three (3) teaching units or six (6) daily lesson plans.
4. Given the three (3) career clusters for their grade level, teachers will develop a minimum of three (3) daily lesson plans for integrating career education into the various curriculum areas.
5. Given commercially produced materials such as films, tape cassettes, filmstrips, and books, teachers will develop career education by using these materials in their classrooms.

Specific Objectives for Secondary Teachers

6. Given several departmental in-service training meetings, the school personnel involved in each subject area will recognize the value of career education at the secondary level.
7. Given an organized sequence for the fifteen (15) career clusters throughout the school year, teachers will identify ways career education can be integrated into their classrooms.
8. Given commercially produced materials such as film, filmstrips, tape cassettes, and books, teachers will develop career education by using these materials in their classrooms.

IV. Community

A. MAJOR GOAL: To develop the relationship between the community and our schools.

B. Objectives
1. The community will become aware of career

education in our schools.
2. Through involvement and participation in classroom activities, community personnel will expand the community resource program.
3. The community will extend the opportunity for student tours into a variety of businesses and industries.
4. Community personnel will expand opportunities for teachers to become acquainted with community resources.
5. Community leaders will serve as consultants for career education in the local community.

DESCRIPTION OF SCHOOL CORPORATION

ENROLLMENT SUMMARY OF SCHOOLS. The New Albany-Floyd County School Corporation consists of twenty-one (21) schools governed by a five member county wide appointed school board. Table I (below) shows classification by schools, grade level, enrollment and instructional staff.

TABLE I

School	Grades	No.	Enrollment	Instructional Staff
Elementary	1-6	16	5,805	227
Junior High	7-9	2	2,432	103
Junior-Senior High	7-12	1	1,946	75
Senior High	10-12	1	1,995	74
Vocational Center	11-post grad.	1	296	33
			(Floyd County Students Excluded)	
TOTALS		21	12,474	612

ENROLLMENT BY GRADE LEVEL. Our school corporation is organized to operate under the 6-3-3 plan. Table II (p. 23) shows enrollment by this grade level organizational plan.

T A B L E II

Grades 1 through 6	5,805
Grades 7 through 9	3,371
Grades 10 through 12	2,792
Special Education	210
Prosser Vocational Center (other than N.A.-F.C.)	296
TOTAL	12,474

AREA VOCATIONAL CENTER ENROLLMENT. New Albany-Floyd County School Corporation owns and operates an area vocational center that serves an area of approximately a 30 mile radius. It involves parts of four counties and enrolls students from sixteen (16) feeder high schools. All 11th and 12th grade students of New Albany-Floyd County are eligible to attend. Table III (below) shows enrollment figures for the second semester school year 1973-74.

T A B L E III

Charles Allen Prosser Vocational Center Enrollment.

Floyd County Students	498
Out of County Students 14 other feeder high schools	204
Post Grades	92
TOTALS	794

STAFF OF THE CAREER RESOURCE CENTER INCREASED TO FOUR. Expanding our field of operation to the entire school corporation dictated additional staffing and re-distribution of responsibilities at the Career Resource Center. Two specialists (one elementary and one

secondary) were employed to maintain Career Resource Center visibility in each of the schools in our corporation. The responsibility of the center's secretary/consultant was expanded to include supervision of all media production and distribution. (See Appendix 10 for the Complete Management Structure of the Career Resource Center.)

RESULTS AND ACCOMPLISHMENTS

As stated in our major goal---activities for school year 1973-74 were aimed toward integrating career education into the curriculum at all grade levels (1-12) of the New Albany-Floyd County Schools. Our efforts toward realizing our goals and objectives produced results and accomplishments in three categories:

I. Results and Accomplishments related to our elementary school program.

II. Results and Accomplishments pertaining to our secondary school program.

III. Results and Accomplishments that improved and expanded the services of the Career Resource Center.

ELEMENTARY SCHOOL PROGRAM

IN-SERVICE TRAINING FOR TEACHING STAFF. Implementation procedures for Career Education Teacher Workshops evolved from an accumulation of recommendations from the committees and task forces of our management structure. (See Appendix 10) Brief descriptions of procedures, activities, and results are listed below:

* Conferences with Elementary Principals.

  During the month of October, our Elementary Consultant conducted sixteen (16) individual conferences that involved each of the elementary principals in our school corporation. The format of the meetings was designed to involve each building principal with planning and logistic problems that were associated with our career education workshops. Products of the principal conferences included a schedule for teacher substitutes, meeting times, and a meeting place for each workshop. Each workshop was tailor-made to fit into the daily schedules of each building and teacher.

* Sixteen Faculty Meetings Produced 101 Elementary Teacher Volunteers.

The staff of the Career Resource Center utilized a structured recruitment program to motivate volunteer participation in our career education program. Faculty meetings were scheduled in each of our elementary schools. Career education orientation along with workshop requirements and classtime involvement were the major items of discussion. One hundred and one (101) of our two hundred and thirty-four (234) elementary teachers volunteered to take an active role in the career education program and to attend our workshops for school year 1973-74.

* Organization and Initiation of Released-Time Workshops.

Throughout October, November, and December, the first round of workshops were conducted in each of our sixteen (16) elementary schools. Thirty-two (32) released-time, half-day career education work sessions were completed during this three month period. Economic use of substitute teachers was accomplished by scheduling morning and afternoon sessions that involved approximately one-half of the participating faculty of the school. This arrangement allowed us to maintain a cost of $11.00 per teacher per workshop.

Each workshop was designed and structured to promote individual and small group instruction in familiar surroundings of a home school lounge or preparation area. The first workshop session was used to introduce career education; what it is; why we need it; what it can do for you and your students. The second session of workshops was used to develop the concept approach to integrate career education into the classroom. (See Appendix 1 for detailed discussion of concept approach)

The third round of workshops was organized by grade level and held at the Career Resource Center. Staff members were exposed to our collection of resources and received instruction on how to use the career cluster approach in their classrooms. (See Appendix 2 for Rationale and Grade Sequence) Time was provided to share ideas and plan grade level career education activities. Seventeen (17) workshops were held during the months of January, February

March and April.

Teachers and principals agreed that the third workshop format was the best arrangement for conducting in-service training sessions. Several reasons or advantages were given for repeating this method:

1. Many schools did not have an empty room available for use in conducting the workshops.
2. The drain of staff members from a single school was greatly reduced. (Usually only one and never over two teachers participated from one school).
3. Teachers from different schools welcomed the opportunity to meet together and exchange ideas, problems, and solutions.
4. It offered teachers an opportunity to visit the Career Resource Center and become acquainted with our facilities and materials.

NOTE: A seven page document containing introductory discussions, workshop objectives, workshop format outline, and a section on evaluation is available upon request from the Career Resource Center.

COMMUNITY RESOURCES ADD DEPTH TO CLASSROOM INSTRUCTION. One of the most productive methods of introducing career education to students and teachers is by utilizing the many resources that are found in our local community. During school year 1973-74, well over one hundred forty-one (141) resource people were used in our classrooms, forty-six (46) field trips were sponsored by the Career Resource Center, and the conference phone was demonstrated and used in each elementary school ~~(See Appendix 11 for a graphic accounting of Community Resource Frequency Usage, School Year 1973-74)~~. The staff of the Career Resource Center considers this increase use of classroom visitors, tours, and the conference phone as a major accomplishment in the elementary career

education program. Discussions describing procedures, techniques and examples in each of these categories are listed below:

* Classroom Visitors.

A Community Resource Directory was developed and distributed to all schools. Information about people and the business, civic, industrial community was printed on 3 x 5 cards, organized by clusters and packaged in a neat metal file box. This information and suggestions on how to use classroom visitors was discussed in detail during one of our workshops. Three points were stressed to insure a successful experience for both student and visitor.

1. First, with only a few exceptions, the experience of resource persons should fit into what is being studied.
2. Second, the visitor should be given some examples of the type of questions students will be asking.
3. Third, interview skills should be developed early in the school year.

The following list of examples of resource visitors used this past year will illustrate the curriculum enrichment that was brought into the classroom.

FIRST GRADE	
MARKETING AND DISTRIBUTION	Car Salesman
PUBLIC SERVICE	Policeman
SECOND GRADE	
COMMUNICATIONS	Telephone Sales Representative
MANUFACTURING	Coordinator of Industrial Arts
THIRD GRADE	
MARKETING AND DISTRIBUTION	Advertising Manager
HOSPITALITY AND RECREATION	Restaurant Manager
FOURTH GRADE	
AGRI-BUSINESS AND NATURAL RESOURCES	Blacksmith
FINE ARTS & HUMANITIES	Actor
FIFTH GRADE	
AGRI-BUSINESS AND NATURAL RESOURCES	Entomologist
COMMUNICATIONS	Newspaper Society Editor
SIXTH GRADE	
PERSONAL SERVICES	Mortician
PUBLIC SERVICE	State Legislator

* Career Education Tours.

We are proud to report a healthy trend toward an increase in elementary career education tours. In spite of the fact that many industrial operations are considered "Off Limits" for students under 12 years of age, a variety of tours were taken by our elementary teachers. We are also pleased to note that teachers engaged in our workshops have included career education activities in the standard tours taken at each grade level ...students are beginning to see "people" as well as products.

It is our hope that career education tours will continue to be developed along the same lines as we encouraged this past year. We intend to emphasize that career education tours must be related to units of study in the classroom. The tour should grow out of experiences and subjects related to the class discussion. We do not recommend planning tours a year or even a month in advance. Too often the effectiveness of a tour is diminished by rearranging a schedule or study plan just prior to the tour.

Tours can be one of the most effective means to bridge the gap between the classroom and the real world of work. The following list contains examples of the types of tours that the Career Resource Center arranged, sponsored and encouraged. It is not intended to be a complete list, but rather, an example of what we envision as a bona fide career education experience.

FIRST GRADE -- Dairy Tour

Mrs. Hanen and Mrs. Young spent a morning at a dairy farm with their first grade classes from Georgetown Elementary School. Their classes had been involved in a study of nutrition. The students were able to see, first hand, how each worker doing a job well is so important to the dairy operator. Attitudes such as pride in work and enjoyment of job were very self-evident to the class.

SECOND GRADE -- Airport

Judy Rees' second grade class visited the Staniford Field Airport. The class had studied various methods of transportation. Mrs. Rees used several Career Resource Center filmstrips and printed materials with her class before the tour. The class talked to several different employees at the airport.

THIRD GRADE -- City-County Building Tour

Third grade students from most of our elementary schools toured our City-County Building. They had an opportunity to meet and talk to all kinds of government workers. The high-light of the trip for most was a chance to meet the mayor and visit the judge's chambers.

FOURTH GRADE - Hadley Pottery Factory

Linda Rea and Juanita Campbell, fourth grade teachers, combined student interests in art and pottery with career education. The class toured a pottery factory where they saw items similar to theirs being mass produced. The class was able to talk to a variety of workers.

FIFTH GRADE - Beef Farm, Popcorn Factory, Dairy Farm Tour

Students in Mary Beaty's fifth grade class used an all-day tour to culminate the study of jobs in the agri-business cluster. The class toured a beef farm, a pig farm, and a dairy farm. They had lunch with the County Agriculture Agent and then toured a popcorn factory. The day was finished by visiting a farm equipment dealer.

SIXTH GRADE - Variety of Experiences

Students in Dennis Watson's sixth grade class at Slate Run School visited twelve (12) different job sites as part of a class project to interview a worker on the job.

* Career Education Class Projects.

Many teachers prefered a unit approach because it offered an opportunity to expand subject matter beyond the textbook. One of the chief benefits

from this approach was the involvement of students. It got away from a "telling" type activity and gave students the experience of actually "doing" something. While the "doing" was often a simulated work experience, student satisfaction and enjoyment was not diminished. The following list illustrates briefly some of the projects or unit activities carried out by teachers. While not complete, it does give a representative sampling of the types of units that can be developed. Copies of these and similar complete units are available upon request from the Career Resource Center.

FIRST GRADE

MANUFACTURING - "Bunny Factory"

Mrs. Cunningham's first grade class at Galena Elementary School set up a factory and produced 350 "eggs." The eggs were actually greeting cards wishing the owner a "Happy Easter." The students used skills they were learning in setting up and running their factory. For example, they used skills they had learned in math to group the finished egg cards in sets of tens. Reading and printing were important skills needed for certain jobs on the assembly line. The pupils worked like "bunnies" when their factory was in operation.

SECOND GRADE

MANUFACTURING - "Life in a Candle Holder Factory"

Mrs. Bower's class decided to use an assembly line production system for making Christmas gifts for their parents. Several lessons were devoted to the study of mass production, figuring cost and planning how to set up job stations for an assembly line.

Tom Paul, Industrial Arts Supervisor, demonstrated proper use of tools and safety precautions. Job applications were filled out and job stations were assigned by the teacher. A total of twenty (20) candle holders were produced in this manner.

THIRD GRADE

HOSPITALITY AND RECREATION - "Operating a Restaurant"

Students in Cheryl Eve's third grade class put together their own restaurant. The class was open for breakfast one day only. The unit grew out of their study of good nutritional practices in health. The students used language and social studies skills in setting up their restaurants. The class found some real differences when they examined real menus from restaurants in our community. Their own menu consisted of milk, orange juice, oats, and four different kinds of jelly for toast. The students alternated being customers and serving as workers.

FOURTH GRADE

MARKETING AND DISTRIBUTION -"Selling Key Chains"

Barbara Dooley's fourth grade really got into their study of marketing and distribution when they sold key chains they had made. The class sold the key chains first in their own school, then they went to another elementary school across town. The added cost of travel meant an increase in price of the key chains when they went to the other school. The students were able to see why items vary in cost from one store to another. A group of salesmen were taken to the new school to try their sales pitch and to hopefully take orders. They returned with the key chains and collected the money three days after taking the orders.

FIFTH GRADE

COMMUNICATIONS/PERSONAL SERVICES - "Jobs for the Handicapped"

As a result of their study of Helen Keller in both reading and language, Shirley Holman's class became interested in how a blind person could be self-supporting. Ann Whitworth, assistant teacher in their class, made arrangements for the class to call her brother in Haggerstown, Maryland, on the conference phone. Mr. Rothrock, who is blind, works as a rehabilitation counselor. The class practiced their interviewing with two calls to local workers

before making their long distance call. They not only learned that handicapped workers can fill many jobs, but that both state and national organizations work together to aid the handicapped in living normal, productive lives.

SIXTH GRADE

GENERAL - Many Clusters Included

Sixth grade students at Slate Run Elementary were involved in a unique career education project this year. Irvin Goldstein and Dennis Watson asked these future junior high students this question: "If you had to go to work tomorrow, what job would you choose?" They came up with some forty (40) different jobs they would like to have. The teachers then put together what became known as "Student Career Occupational Awareness Project", or "SCOAP DAY." The idea was that students would interview people working at various jobs on the job site. Twelve (12) different job sites were selected and a total of twenty-three (23) different types of workers were interviewed. Teachers, parents, and Career Resource Center personnel were involved in transporting the students to the various job sites. The project was held on a Friday afternoon in May. The students spent their remaining days at school sharing what they had learned in their interviews.

SECONDARY SCHOOL PROGRAM (Grades 7--12)

SECONDARY TEACHER WORKSHOPS. Workshops for the teaching staff of our four (4) secondary schools began September 5, 1973, and continued through September 14, 1973. Twenty-four (24) two hour released-time workshops were conducted during this time span. Recommendations from committees, task forces, and building principals provided the Career Resource Center with the following organization and implementation outline:

A. All secondary school staff members were scheduled to attend one (1) two hour workshop.

B. Regular substitutes were used to release teachers to attend the workshop sessions.

C. Average length of the workshop sessions were two (2) regular class periods.

D. Three (3) workshop sessions per day were scheduled in each school.

E. Approximately twelve (12) staff members were scheduled to attend each workshop.

F. Workshops were organized by subject and/or major disciplines.

During the workshops, our teachers received orientation and background information about career education and were briefed on the goals and implementation plans for school year 1973-74. Two hundred forty-one, or approximately 96% of our secondary teaching staff attended the workshops.

CAREER CLUSTERS AS A MEANS TO IMPLEMENT CAREER EDUCATION. The fifteen (15) U.S. Office of Education career clusters were also used as an organizing theme for several career awareness and exploration activities at the secondary level. The Career Resource Center staff took a long look at student handbooks and time schedules of our secondary schools. We located activities and time modules that involved large segments of the student body. Our targets emerged as classrooms, study halls, and a student commons area. Special consideration was also given to time modules that were budgeted for lunch breaks, student clubs, and certain elective courses. Our implementors were identified as classroom teachers, student organizations, resources from our business/industrial community, and parents. Six (6) major activities addressed to the career cluster approach were piloted during school year 1973-74. Brief descriptions of procedures and results of these activities are listed on the following pages:

* Career Cluster Weeks Established in Secondary Schools.

One of the significant findings of our first year pilot efforts was that most junior and senior high school staff members, agree with the basic philosophy behind career education, but hesitate to extend efforts to integrate career education activities into their subject matter. Operation "Career Cluster Weeks" was developed as a special effort to penetrate this departmentalized Carniegie Unit Domain and make headway toward eliminating the paradox that is plaguing our career education efforts in the secondary schools. The basic hypotheses of "Operation Career Cluster Weeks" are as follows:

1. Illustrating the value of academic skills in terms of their relationship to the career world provides an effective vehicle for achieving both career education and academic subject goals.
2. Experienced teachers will systematically implement innovative programs when they are provided with meaningful in-service education which focuses on process and task components.

The following procedures were used to organize "Operation Career Cluster Weeks" for school year 1973-74:

1. The New Albany-Floyd County School calendar was divided into fifteen time modules.
2. A career cluster was assigned to each time module (about 2 weeks long).
3. Maximum use of resource materials and people was facilitated by designing a rotation system that scheduled a different career cluster in each school during each time module.
4. Bulletin board space for career education was designated in the classrooms of our four secondary schools.
5. Large 18" x 24" posters symbolizing each of the fifteen clusters were designed and printed by the Career Resource Center. Fifteen posters (one for each cluster) were printed for each classroom.

The following basic format was used to implement "Operation Career Cluster Weeks" for school year 1973-74:

1. Our secondary specialist conducted a workshop for the teaching staff of our four secondary schools. The major expected outcome of the workshop was to prepare our secondary teaching staff with the desire and expertise to relate existing subject matter to careers in each of the fifteen clusters. We did not encourage mass revision of lesson plans. We did encourage each teacher to think Agri-Business and Natural Resources careers, Business and Office careers, etc., in relation to their own subject matter and attempt to blend careers of each cluster into daily lesson plans.
2. A staff member from the Career Resource Center coordinated the introduction of each cluster.
   a. Our secondary specialist budgeted sixty school days to introduce each cluster (15 days in each of our four secondary schools.
   b. An invitation for personal attention was initiated as our secondary specialist delivered the career posters and put them on bulletin boards in each classroom of our secondary schools.

Did we penetrate the departmentalized Carnegie Unit Domain in the secondary schools? The Career Resource Center recorded 228 school visitations during school year 1973-74. Most of the visitations were multiple contacts involving several staff members. Documentation of some one hundred twenty-five (125) career education activities that received direct involvement from the Career Resource Center tells us that career education activities did occur in the classroom.

* Career Cinema.

Operation "Career Cinema" was a structured presentation that introduced and emphasized a minimum of five (5) career clusters to each seventh and eighth grade student in two of our junior high schools. The activity involved student council members, parents, guidance counselors, speakers from our business/industrial community, and the

staff of the Career Resource Center.

Career Cinema was organized within the guidelines of the following basic format:

1. Interest sessions were organized to emphasize fourteen (14) of the U.S. Office of Education Career Clusters.

2. Each cluster was introduced with a five minute film followed by a presentation by a resource person employed within the confines of the representing cluster.

3. Student participation was stimulated by promoting the movie or cinema theme. Each student selected five (5) career cluster presentations related to his/her choice of life style. Detailed scheduling, complete with programs and tickets was provided by the student council and/or guidance staff of the participating school.

The following procedures were used to implement "Operation Career Cinema":

1. Staff members normally assigned to presentation rooms assumed the responsibility of hall traffic control and maintaining order before and during the career cinema presentations.

2. Time scheduling was controlled by the public address system. Brief introductory remarks and directions signaled the beginning of the Career Cinema. The tempo for the remaining programs was maintained and disciplined by similar announcements at the end of each session.

Ninety (90) participating school staff members, eighteen student council members, twenty (20) members of a committee of concerned parents, thirty-eight (38) resource speakers from the community and the staff of the Career Resource Center joined forces to organize and implement "Operation Career Cinema." Some 1,425 students attended the four (4) Career Cinema sessions.

A student evaluation of "Operation Career Cinema" was conducted in one of the participating schools. In a random survey of 370 students...over 70% rated Career Cinema as "tops." Tallies of the survey indicated that:

1. Two-hundred fifty-six (256) students were more than pleased with the entire program.
2. One hundred eight (108) students rated the Career Cinema satisfactory and considered the experiences well worth their time.
3. Eight (8) were displeased.

Longer interest sessions appeared as the most frequent suggestion toward improving Career Cinema for a repeat performance.

* Lunch Breaks and Career Education.

Career exploration activities during student lunch breaks were organized and implemented through the joint efforts of the Career Resource Center, student council, and parents of one of our junior high schools. The pilot effort was staged in an informal learning atmosphere of a student commons area. The impressive poster display plus demonstration tables with sit-down and talk opportunities exposed students to a variety of career clusters. Resource people used during this activity consisted of parents from participating school and students from our area vocational center.

* Career Education Through Clubs.

Club activities in our schools involve a large segment of the student population in our secondary schools. Many are extensions of subject areas within the curriculum of the school. Other clubs represent student groups with special interests. Sheer numbers alone was enough to prompt the staff of the Career Resource Center to investigate the possibility of integrating career education into the club program.

The Sports Illustrated Club in one of our junior high schools became our first pilot effort when sponsors of the club requested help from the Career Resource Center. The club sponsors recognized the need for increased awareness of the people responsible for sporting events. They (sponsors) wanted to use the club as a means to:

1. Emphasize appreciation and opportunities in some of the less popular sports.
2. Illustrate that sports is a big industry, supporting many career opportunities.

When advertised the club attracted one hundred sixty (160) interested boys and girls...enough to form a separate group

for the ninth graders and a group mixed with seventh and eighth graders. Each group met for thirty minutes, twice a month on alternate Friday mornings. The meetings were organized around a sport related theme featuring a guest speaker from the local community. Program titles and speakers included:

1.	Girls Sports	Physical Education Teacher
2.	Tennis	Active Adult Participant
3.	Bowling	Active Adult Participant
4.	Ping-Pong	Active Adult Participant
5.	Golf	Active Adult Participant
6.	Community Recreation	Director, Parks & Recreation
7.	Girls Track	Girls Track & Swimming Coach
8.	Football	Football Coach, Local Fan
9.	Sports Officiating	Referee
10.	Sports Announcing	Radio Announcer
11.	Swimming	Swimming Teacher Demonstration
12.	Professional Sports	Manager, Kentucky Colonels
13.	Sports on Television	Television Sports Announcer

Major discussion items on the agenda of the programs were:

1. Background information and explanation of the sport or organization.
2. Personal life styles and career opportunities; emphasizing that one does not have to be the "Star" or even a performer to enjoy a sport.

A highlight of the club year was a trip to a professional basketball game. Free tickets were provided by the Kentucky Colonels. While at the game, students were able to interview several behind the scene workers of the sports event...even the lady who sang the National Anthem was approached with questions concerning her life style.

* Study Halls and Career Education.

Recognizing that student time outside the structured class can and should be a prime consideration for career education activities, the staff of the Career Resource Center took a long look at the attendance patterns of the study halls. In one of our junior high schools, we found an average of eighty (80) to ninty (90) students (three sections) scheduled into each period of the day. These figures soon add up to include almost half of the eighth grade class plus several seventh and ninth grade students with irregular schedules. Activity in the study halls varied from actual lesson preparation to contriving ways to aggravate the study hall monitor. Most

of the students wiled away the period with visitation and relaxation.

In an effort to provide meaningful activities for this group of students, the Career Resource Center sponsored a series of sixteen (16) career exploration programs. Our major goals were:

1. To provide experiences that will expose students to all fifteen (15) U.S. Office of Education Career Clusters.
2. To provide opportunities for students to interview a variety of local representatives from the business, civic, and industrial community.

The basic format and implementation procedures of the study hall programs are outlined below:

1. The programs were designed to span eight weeks. In our pilot effort, two programs were presented each week throughout the months of February and March.
2. Each program presented an opportunity for the student to:
    a. View a five minute film that introduced a career cluster.
    b. Meet and interview people from the community that are working in an area related to that specific cluster.
3. Only one of the three (3) staff members assigned study hall duty remained with the group to help maintain order.
4. Order or sequence of the programs was determined by the availability of resource personnel. The chart below lists the programs and job titles of resource people who were used in one of our junior high schools.

CAREER CLUSTER PROGRAM	JOB TITLE OF RESOURCE PERSON
1. Overview of "Kingdome Could Be You" film series. Review and practice of interviewing techniques.	1. Career Resource Center Staff

CAREER CLUSTER PROGRAM	JOB TITLE OF RESOURCE PERSON
2. Public Service	2. F.B.I. Agent Water Treatment Engineer
3. Personal Services	3. Funeral Director Optician Veterinarian's Helper
4. Agri-Business & Natural Resources	4. Conservationa Officer Farmer
5. Consumer and Homemaking	5. Home Economists (Public Service Company)
6. Marketing and Distribution	6. Goodyear Store Manager Wholesale Supply Salesman
7. Marine Science	7. River Patrol and Water Safety Officers
8. Health	8. Medical Intern Nurse
9. Business and Office	9. Banker
10. Transportation	10. Auto License Bureau Manager Airline Stewardess
11. Construction	11. Architect
12. Fine Arts and Humanities	12. High School Drama Teacher and Student
13. Communications	13. Advertising Agency Manager Daily Newspaper Editor
14. Hospitality and Recreation	14. Golf Professional Skating Rink Owner
15. Manufacturing	15. Sales Representative (U.S. Steel Homes)
16. Environment	16. Environmental Writer/Reporter for Newspaper

The depth and length of this series of programs has provided the staff of the Career Resource Center with valuable guidance toward repeating similar activities. Future planning will be tempered with the following recommendations:

1. Student participation seems to increase or decrease in direct proportion to the amount of interviewing skills of the group. Adequate time should be budgeted to identify and teach these skills to the study hall groups.
2. Student participation decreases as the size of the group increases. "Classroom size" groups of approximately thirty (30) students is recommended.
3. Student participation should begin with the planning and selection of resource personnel.
4. Obligation and responsibilities of study hall teachers need to be spelled out by the home school administration. Jus a minimum of orientation and follow-up would add considerable depth to the career education study hall experience.
5. Resource personnel appreciate and expect a structured outline for their presentation. Our present form letter and outline is a step in the right direction but will need extensive revision prior to school year 1974-75.
6. Lack of resource personnel should not discourage career cluster exploration in the study halls. Creative combinations of films, filmstrips, locally produced slides and the conference phone are most effective.

* Career Exploration Workshop for High School Students.

The student career workshop sponsored by the Career Resource Center was a pilot effort to ascertain and perhaps eliminate some of the logistic problems that are associated with student visitation and exposure to the local business, civic, and industrial community. Our major goal was to create experiences that disciplined participants of the workshop to seek answers to the following questions:

1. In what areas am I interested?

2. What can I do?
3. Where can I make the greatest contribution?
4. In what position will I be happiest?

Other expected outcomes were:

1. To increase our directory of community resources.
2. To become directly involved with selected segments of our community so that they would beome more aware of and perhaps add endorsement to our local career education program.

The basic format and implementation procedures for the workshop are outlined below:

1. Basic Student Requirements to Participate in the Workshop

   a. The student had to demonstrate interest in investigating career opportunities in our local community.
   b. The student's academic schedule had to be flexible enough to permit regularly scheduled released-time activities.
   c. The student had to show the capability of providing transportation to various business and industrial sites in our community.

2. Basic Format of Activities

   a. Each activity was designed to develop awareness and to expand occupational horizons.
   b. Workshop activities involved exposure to the local business, civic, and industrial community.
   c. Visitations were conducted within the confines of a regular school day.
   d. One orientation, one "wrap-up" session, and fifteen (15) visitations were completed the first semester.
   e. Interviewing techniques were discussed during the first orientation session and practiced throughout the remaining workshop sessions.

Eleven (11) twelfth grade students from each of our two senior high schools shared the seventeen (17) workshop experiences that provided first hand knowledge of the

local business, civic, and industrial community products of the workshop included:

1. A pictorial accounting of each workshop experience (both color and black and white photos).
2. Tape recording of student comments, (pros and cons) concerning the workshop experiences.
3. Fifteen (15) business, civic, and industrial agencies converted to the cause of career education.
4. Twelve (12) new community resource people.

Although only a limited number of students were involved in this rather short student workshop, the staff of the Career Resource Center was able to gain valuable experience and guidance toward expansion of similar activities. Our plans for the future will be organized around the following recommendations:

1. Released-time exploratory experiences should begin at a lower grade level. Target grades for future pilot workshops should be in the 9th or 10th grades.
2. Implementation plans for released-time activities involving large segments of a school population (i.e., complete grade levels) should begin with input from the staff of the home school. The staff of the Career Resource Center should function only as a coordinating unit for such activities.
3. Transportation to and from visitations ites can be a serious logistic problem for a workshop of this type. Recommendations and perhaps solutions addressed to this category of problems are as follows:
    a. Although individual exploratory experiences are valuable, small groups of students with similar interests present a partial solution to the transportation problem.
    b. Parent and/or community involvement could include provision of visitation sites as well as transportation to and from the exploratory experience.
    c. Maximum use of the city bus system should be considered.
4. A structured student handbook could provide measurements of behavioral objectives.

CAREER EDUCATION ACTIVITIES INVOLVING SECONDARY GUIDANCE DEPARTMENTS.

By scattering activities over several grade levels and schools, we were able to demonstrate a variety of techniques that emphasized self-awareness and curriculum planning. Brief descriptions of procedures and results of these activities are listed below:

* Seventh Grade Students Become Acquainted with Basic Tools and Techniques of Self-Inventory.

  Using a forty-two item Self-Image Inventory as an organizing unit (See Appendix 5), seventh grade students in one of our junior high schools were acquainted with the basic tools and techniques of self-inventory. The activity also gave students an introductory look at curriculum planning. Basic steps and organization procedures of the activity were:

  1. A seventh grade counselor prepared a personalized memo addressed to all seventh grade students (Appendix 6).
     a. The primary purpose of the memo was to emphasize the need for self-understanding and to introduce eighth grade curriculum planning.
     b. The three step format of the memo also provided the home-room teachers with a standard-ized approach to initiate the group guidance session.
  2. Each seventh grade homeroom teacher received:
     a. A memo for each student.
     b. One "Self-Image Inventory" for each student.
     c. Verbal suggestions on how to conduct the group guidance session.
  3. One homeroom period was budgeted to complete the guidance session.
  4. The entire guidance activity was coordinated by the home school counselor.
  5. The Career Resource Center printed the student memos and self-image inventories.

* Career Planning Inventory Established as a Major Component in the New Albany-Floyd-County Schools' Career Development Program.

A review of our total career development program revealed a paucity of information about student aptitudes outside the basic academic skills. Action steps to fill this gap are outlined below:

1. An Ad Hoc Committee was organized by our Associate Superintendent. The committee was charged with the responsibility of reviewing measuring instruments and making recommendations toward corporation adoption. Two staff members of the Career Resource Center served on this committee.
2. After reviewing several instruments, the committee recommended Psychological Corporation's Differential Aptitude Test and its newly developed Career Planning Inventory.
3. On January 9, 1974, our Associate Superintendent called a meeting of all secondary building principals, and selected members of the Career Resource Center.
   The purpose of the meeting was to discuss the merits of incorporating aptitude testing into the existing corporation testing program. Results of the meeting were:
   a. The Differential Aptitude Test Battery, complete with the Career Planning Option was incorporated into the New Albany-Floyd County Schools' testing program.
   b. Administrative costs of the test will become a line item on the school corporation's testing budget.
   c. The Test Battery was scheduled to be administered early in the second semester to all eighth grade students.
   d. The Career Resource Center and the guidance staff of participating schools will

have the joint responsibilities of coordinating follow-up with students and parents.

The Career Planning Inventory was administered to over 1,100 eighth graders during the last three weeks of March. The test administration procedures for this group of students were adaptations of tried and proven mass testing techniques-flavored with considerable local creativity. Worth repeating local adaptations of the test administrator's manual were:

1. Homerooms used as organizing units provided teacher-proctors with manageable groups of students.
2. Each school conducted one training session for teacher-proctors.
3. Three morning sessions were used to administer the Career Planning Inventory. Each session was scheduled to begin with a short summary of the purpose and need for the Career Planning Inventory.
    a. Day One: Career Planning Questionnaire (approximately 30 minutes).
    b. Day Two: Verbal reasoning, numerical ability, abstract reasoning, clerical speed and accuracy. Day Two took approximately 120 minutes.
    c. Day Three: Mechanical reasoning, space relations, spelling and language usage (approximately 115 minutes).
4. Public address systems were used as the media to administer all phases of the test.
    a. As many as fifteen testing sections were controlled by one test administrator.
    b. The same system provided two-way communications with the test administrator and teacher-proctors.

Career Planning Inventory follow-up activities with students and parents were planned and implemented in

each of our junior high schools. The activities were grouped into three categories:

1. Student Follow-Up. Classroom size group guidance sessions were used to interpret the results of the Career Planning Inventory.
    a. Homerooms, math and English classes were used as organizing units for the guidance sessions.
    b. Teacher-proctors, guidance counselors and the Career Resource Center shared group leader responsibilities.
    c. Parents were involved as volunteer test "sorters" in one of our schools.
2. Parent Follow-Up. A copy of the Career Planning Inventory report was placed in student folders. Percentile scores (on stick on labels) of the eight aptitude tests were recorded on student senior high permanent record cards.

* Personal Development Class Organized for Social Misfits.

One of our junior high school counselors lamented, "approximately 3% of my counseling load requires 90% of my time." Our counselor was referring to a small group of students that could not or would not adjust to the disciplined routine of a regular school day; and he was suggesting that our school corporation provide meaningful, alternate, educational activities for this severe problem group of under-achieving students. Additional reaction to this problem was generated when junior high school administrators, curriculum coordinators, Career Resource Center staff members, and one social studies teacher joined forces and came up with the following recommendations:

1. An individualized program structured to emphasize personal interest and self evaluation seemed to be a logical approach toward satisfying the needs of this group.

2. Student participation in the program should be entirely on a volunteer basis.
3. The program should show clear evidence of special administrative treatment and concern for the well being of each student who participates in the program.

Armed with such recommendations and encouragement the administration and guidance department of our interested junior high school pieced together and organized an experimental class for the second semester of school year 1973-74. Basic organization and implementation for the class was:

1. Class Organization: Designed to include two fifty-five minute class periods.
    a. One class period (55 minutes) was to be structured and organized by the group leader (teacher).
    b. One class period (55 minutes) was to be considered as an elective for the student. Student participants were to be encouraged to enroll in any course (junior or senior high) or to participate in an approved school related activity.
    c. Scheduling time for the course was provided by allowing the student to "drop" two subjects from their present schedule.
2. Student referral and selection procedure.
    a. The objectives of the proposed personal development class were explained and discussed during a junior high faculty meeting. Each teacher was encouraged to recommend students for this pilot class. Forty student referrals were obtained by this method.
    b. A case history of each referral was developed by the eighth grade counselor.
    c. A committee of three counselors and one social studies teacher reviewed the case histories of each referral. Twenty-two (22) of the original referrals were selected for the first pilot class.

d. Each of the final twenty-two students were interviewed by a faculty member who volunteered to serve as group leader for the Personal Development Course. Objectives, course outlines, and personal committments were explained in detail. Volunteer participation and the schools sincere concern for their well being was also emphasized. Twenty students volunteered to participate in this course.

e. Parents of each volunteer participant were contacted. Review of case histories and recommendations supporting the Personal Development Course were main items on the agenda. Twenty parent permission slips were signed at the completion of the interview.

3. Course Outline and Structure.

a. The Personal Development Course was organized and structured around Singer Education Divisions' "Job Survival Skills" program. The complete learning package of the job survival kit (15 units) was customized to the demands of our original course objectives. Several units were modified to receive activities that emphasized drugs/alcohol, smoking, and other moral issues. (See Appendix 8 for Bibliography listing of reference material)

b. Student participants chose seven different elective subjects for their second 55 minute periods. The list included art, chemistry, driver's education, metal shop, physical education, swimming, and typing. All of the elected courses were outside the seventh and eighth grade curriculums. All normally required age and/or subject pre-requisites. These barriers were removed and the

students were allowed to enroll with the understanding that they would not receive preferential treatment. Two students requested and were assigned to work as office assistants. One student requested and received permission to go home.

Formal evaluation of this activity will be completed when the following student outcomes are ascertained or measured:

1. Comparison of first semester vs. second semester attendance patterns.
2. Review of achievement patterns in subjects elected second semester (teacher grades and antidotal comments).
3. Review of enrollment patterns for school year 1974-75.
4. Review of school adjustment patterns as determined by attendance, and progress reports from teaching staff.

A rough draft of this information along with recommendations for continuance of the course will be compiled during the first nine weeks of school year 1974-75.

* Career Education Activities Addressed to "Coming of Age" Situations.

Lowering the legal age (21 to 18) in Indiana has presented our high school students with a new set of responsibilities and opportunities. Since career education concepts are related and/or addressed to these "coming of age" situations, the staff of the Career Resource Center organized a group of activities called "The Age of Majority Series."

Six Interest Session were scheduled in each of our two senior high schools. Titles and brief descriptions of the programs are listed as follows:

1. "Legal Obligations". State Representative Maurice McDaniel and John Conlon, former Assistant to the Speaker of the House (both practicing lawyers) reviewed the legal responsibilities of adults.
2. "Paycheck Puzzle/How It Comes and Goes." Using the filmstrip "Pay Check Puzzle" as

an introduction, Gary Leavell from the State Employment Office discussed ways to find employment in our local community.

3. "After High School, What?" Kenneth Stiller, representing the Indiana University Southeast guidance staff, presented a program that promoted formation of personal goals and long range planning. College was emphasized as continuing education and not as a career.
4. "Securing and Protecting Your Rights in Civil Service." Terry McMahon, Area Office, Civil Service, informed our students of the many career opportunities in the field of civil service (one of every six persons are employed in work for the government).
5. "Your Future Home." Mary Lou Clark, realtor, gave a "down to earth" presentation on the various options in housing. Renting vs. buying, damage deposits, and leases were some of the major topics for discussion.
6. "Moral and Personal Responsibility." A team consisting of a representative from Planned Parenthood, Inc. and Marvin Richardson (local minister) used a film to stimulate discussion on the moral and personal responsibilities facing young adults.

Each program was scheduled into a sixty minute time module. Guest speakers were requested to limit presentations to approximately forty-five minutes, leaving at least fifteen minutes for open discussion.

Time scheduling was coordinated and adjusted to the conventions of the program speakers. Groups of available dates spread over a six week period were pulled from school calendars. Each program speaker in turn selected a date to fit his individual schedule. All dates were finalized with proper recording on each school calendar.

Future plans for a repeat of this activity will be organized around the following recommendations:

1. Student participation should not be determined by value standards of individual classroom teachers. If repeated, entire grade level groups (i.e., government and/or American problems) should be considered.
2. Invitations should be extended to other subject areas that express special interest.
3. Time scheduling should be clustered in the middle of the second semester.

CAREER RESOURCE CENTER

During school year 1973-74 the Career Resource Center blossomed into a functional instructional materials and service center. It gained the identity of the organizing unit for most of our career education activities.

* It became home base to the local career education staff.
* It housed, displayed and distributed career education teaching aids and materials to our teachers.
* It became a community resource scheduling center.
* It became an in-service workshop center.
* It evolved into a place for teachers and administrators, local or otherwise, to drop in for programatic assistance.

The second year of the Career Education Project was a year of orientation and in-service training. With an increased staff of two full-time consultants (Elementary and Secondary), the Career Resource Center was able to provide in-service training to 101 elementary teachers (approximately 50%) and to 241 secondary teachers (approximately 96%). The second year was also a year of expansion propelled by pilot efforts that penetrated each of the major disciplines, involving students in all grade levels. Career Resource Center staff involvement through conferences and workshops totalled 606 contacts with our local schools. The Career Resource Center also responded to 226 requests for materials, provided the services of 141 community resource people and organized 46 career education field trips.

SUMMARY ADDENDUM: SCHOOL YEAR 1974-75

Period Covered: July 1, 1974 - June 30, 1975

The New Albany-Floyd County School Corporation has completed three years of intensified research and development activities in career education. Our main goal has been to demonstrate the feasibility of a comprehensive career education program, grades 1 through 12. We have vigorously pursued this goal, carefully documenting the processes involved. We have, in addition to our many successes, experienced periods of uncertainty, failure and over-confidence. We know that career education is not instantaneous or automatic. We know that development of a career education program involves a process of incremental improvement over a period of time.

In pursuit of a truly comprehensive career education program, we have implemented many successful segments that approach exemplary status. Our third year efforts were organized and addressed to up-grading and completing activities in the following major areas of our career education program:

1. In-service education of instructional and guidance personnel employed at the 1-12 grade levels.
2. Career education program activities at the 1-6, 7-9, and 10-12 levels of our local school corporation.
3. Involvement of the business-labor-industry and professional communities in career education.

Career Education Mascot Contest

Activity: Career Education Mascot Contest

Purpose: The Career Resource Center felt the need to establish a symbol or trademark that students, teachers, and the community as a whole would readily identify with career education and the Career Resource Center. It was felt that the idea of having a contest to determine this mascot would not only be an effective way of receiving many ideas but would also generate interest in career education and give it added exposure.

Schools: The contest was open to all schools in our corporation and was designed to have secondary and elementary division winners as well as a grand prize winner.

Number of Students Involved: Over 200 student entries were received, almost all of which were from the elementary schools.

Staff Involved: Posters announcing the contest details were sent to every teacher in our system for reading and posting in their classrooms. Students prepared and printed the posters at Prosser Vocational Center after Career Resource Center personnel had drafted the format.

What Happened: The contest was announced through our quarterly career education newsletter the UPDATE using a wanted poster to explain the details. A deadline of three weeks was established with students sending all entries to the Career Resource Center for judging. A local artist helped evaluate some final selection before the various category winners were announced. Due to the lack of secondary student response the prize structure was revised to recognize winners in four categories:

a. Grand Prize - "Most Adaptable"
b. Most Creative
c. Most Artistic
d. Most Unusual

Small cash prizes were awarded the winners in addition to an expense paid luncheon tour of a local television station during which time the students had an opportunity to interview and talk with commercial artists employed by the station.

Recommendation: The selected mascot, a green light bulb that we call C.E. the Light will be used as the focal point for another elementary career education major activity, a continuing personal student career education major activity, a continuing personal student career awareness inventory project call the C.E. and Me File Box. Due to the lack of interest at the secondary level it is felt that C.E. should be used primarily at the elementary level.

S.C.O.A.P./MEDIA-SCOAP

Activity: S.C.O.A.P./MEDIA-SCOAP

Purpose: SCOAP is an acronym whose letters represent the first letter in each of the following words, Student Career Occupational Awareness Project. MEDIA-SCOAP is an evolutionary phase of SCOAP that involves students' use of audio visual equipment.

Schools: Slate Run Elementary has piloted the project but MEDIA-SCOAP will be offered to all sixteen (16) of our school systems' elementary schools in the Fall and Spring of 1975.

Number of Students Involved: The number of students involved in SCOAP this past year was fifty-four; however, the potential number of students involved in MEDIA-SCOAP for next year is 994 or the entire system wide sixth grade enrollment.

Staff Involved: Two members of the Career Resource Center staff, the school principal, both sixth grade teachers and eight parents provided the transportation required for SCOAP. MEDIA-SCOAP requires students and parents to make personal arrangements for visitation appointments and transportation needs.

Community Resources: SCOAP entailed student visitations to the following locations:

a. Bakery Square (assorted handicraft businesses).
b. WLKY T.V.
c. Standiford Field.
d. Prosser Vocational Center's Building Trades Department Prosser Home Site.
e. Prosser Vocational Center's Mechanics Department.
f. Prosser Vocational Center's Computer, Secretarial, and Food Service Deparments.
g. Floyd County Hospital.
h. Charlestown Road Animal Clinic.
i. TRIBUNE Newspaper.
j. New Albany Police Department.
k. Lawyer's Office.
l. Hazelwood Junior High School.

MEDIA-SCOAP could result in approximately 500 occupational visitations for sixth grade students.

WHAT HAPPENED: S.C.O.A.P.

After an introductory period where various jobs within the community were discussed and related to the fifteen (15) career job clusters, students of both sixth grade classes were asked to choose a job that they personally felt they would most like to visit. After

the jobs were selected each student researched his specific job and other related jobs within the same cluster. Students then briefly shared their findings with the rest of the class in the form of oral reports. The job selections were then combined and condensed where possible into small related occupational groupings. Students then visited one of twelve (12) carefully selected resource job sites in the community. These included such places as an animal hospital, airport, bank, photographic studio, police station, modeling agency, architect's office, etc. The Career Education Resource Center staff, the sixth grade teachers, the principal and over a half dozen parent volunteers provided transportation for the two hour observation and discussion periods one afternoon after lunch. Upon their return to school the students shared their on site experiences and wrote thank you letters.

We received such favorable results in terms of student interest, enthusiasm and parental reaction that we began to search for a way of expanding SCOAP so that all students in the sixth grade could participate in a similar career exploration experience. What has evolved is a modified program that we call MEDIA-SCOAP.

MEDIA-SCOAP

MEDIA-SCOAP is scheduled to be implemented on a voluntary basis in all sixth grade classes in the New Albany-Floyd County School System beginning in the Fall of 1975. To this date fourteen (14) of our sixteen (16) elementary schools have indicated a desire to participate.

MEDIA-SCOAP is designed as an independent student exploration experience. It gets its name from the fact that students participating in the program must use both audio and visual equipment in the process of completing their project assignments. Specifically, this assignment consists of preparing a slide, tape cassette, presentation of an independently researched occupation.

The project begins depending on the school involved at the start of either the fall or spring semester. Students are given a form to take home to their parents. Together the parents and students select three jobs they would like for the student to visit and research. Parents must also include names of specific persons that will allow their child to come, observe, and interview them at their place of employment. This person may be a relative, a friend or even one of the parents. The student returns the form to the teacher who screens available choices. The teacher then makes team assignments (two students per team) based upon similarity of request or as compensation for students who were unable to come up with a proposed visitation site. Once the site has been chosen teams must make specific arrangements concerning time and day the visitation will take place. Students will be allowed a half day off from school to make the visitation if necessary and must make their own transportation arrangements. Written notice from the parents must be submitted to the teacher no later than one week prior to the visitation if school time is to be used.

While exploring the occupation each team will be given a loaded camera and one flash cube. They may take four (4) pictures during their visit. Each team is also given a cassette tape and charged with the responsibility of preparing a dialogue describing the slides they have taken. Students may also include background or research information concerning various aspects of the occupation. It is hoped that P.T.A. presentations can be developed using a mini cinema approach so that parents may observe a number of finished products.

The Career Resource Center is providing the cameras, film, flash cubes and cassette tapes for school year 1975-76 with each school for obvious reasons handling their own film development costs and distribution. It is planned that in the future grade six students at each school will make the project self-sustaining by developing a related career fund raising project to off-set the entire costs of MEDIA-SCOAP. The approximate all inclusive cost per student for the total project is only sixty-two cents each. The real advantage however is not only the fact that students are developing career awareness at a minimal cost but also that the community is getting totally involved. In New Albany this career program alone will result in approximately 500 student contacts for our community. We feel that MEDIA-SCOAP will go a long way in putting education back in touch with people which can only be looked upon as a step in the right direction.

8. Recommendations: Due to the difficulty in making simultaneous arrangements for visitations to even twelve job sites for just one elementary school on one particular day at one particular time, it can be easily seen that trying to expand SCOAP to give all sixth grade students similar exploration experiences would be a logistic impossibility. Therefore, MEDIA-SCOAP will be recommended as the culminating elementary career education activity for all grade six students in the New Albany-Floyd County School System.

C.E. & ME FILE BOX

Activity: Development of the C.E. & ME FILE BOX which utilizes the newly created career education mascot "C.E. the Light" a green personified light bulb as the central character.

Purpose: The purpose is to provide students and teachers with a continuing personalized record inventory of the career education activities experienced by each student during his or her elementary school career.

Schools: Beginning in the Fall of school year 1975-76, all classrooms grades 1-6 in all elementary schools will participate in the C.E. & ME PROGRAM.

Number of Students Involved: This will mean total elementary involvement amounting to approximately 5,500 students.

Staff Involvement: All elementary teachers will be asked to give students time to complete pre and post event directions for career tours, speakers, and activities, using either the primary or intermediate Suggested Career Experience Guideline sheets. They will also forward career folders to the next year's teacher so that the folders become continuous in nature terminating at the end of grade 6 or when students leave the system. Primary teachers will have to, intermediate teachers may choose to, neatly write the students names on the folders. Obviously, primary teachers will also have to read the simplified primary student guideline instructions to their students.

Community Resources: No specific community resources will be used but teachers will be encouraged to invite their own personal choice of community resource speakers, take advantage of the suggested career tours and participate in the suggested grade level career cluster activity projects.

What Happened: Each teacher will be given a specially prepared 12" x 12" x 12" corrugated box, a teacher's folder containing essential teacher guides and other pertinent information, and a C.E. and ME FOLDER for each student in their class. The students' folders will contain suggested student guidelines for recording pre and post career experiences such as tours, speakers, and classroom simulations, activities or games. Each student folder is designed to be a continuing personal career experience inventory for the student. The boxes and teachers' folders are designed to be non-traveling and are assigned to grade level teaching slots rather than to specific teachers, and will remain in the room while student folders will follow the students as they progress

through each grade. As an introductory idea, each classroom will be allowed to decorate their box as they wish with contests determining school and system wide winners. Some decorative materials will also be included in the teacher's folder.

Recommendations: It is felt that teachers are doing much more career education than they realize. Elementary teachers have always given student opportunities to be exposed to various community occupations; however, they have generally been looking at the products involved rather than the people and their jobs. It is hoped that the Suggested Student Guidelines will help give more purpose and meaning to tours, speakers and classroom activities. Once teachers become conscious of relationships between curriculum and careers and call student attention to the relationship by giving them time to complete the guidelines questions we feel the results in terms of student folder input will be a pleasant surprise.

Public Relations Campaign

Activity: Public Relations Campaign

Purpose: The main purpose of the public relations campaign is to insure that the general public and educational communities be kept well informed as to the function and accomplishments of the career education program.

Schools: Every school in our system has had at least one article published concerning some career activity that has taken place at the school.

Number of Students Involved: The students have not only participated in the above activities but several secondary students have acted as reporters and photographers in getting these articles to the local press.

Staff Involved: The Career Resource Center staff have been the directing force in getting articles in print on an almost weekly basis. This required in many cases taking the pictures and writing the narrative before submitting them for publication.

Community Resources: The local newspapers have been very receptive and extremely cooperative.

What Happened: Once the need for an on-going public information policy had been identified it was recognized that the most practical approach to the disseminating of information would be to divide the community into three major areas - educational community, business community, and general public. Each of these areas was in turn broken down into smaller sub areas and plans of action adopted for each one. The frequent newspaper articles were directed at the general public. Periodic notes to administrators, principals, and teachers identifying outstanding career accomplishments and contributions, school-teacher levels of career education participation, new materials available, latest career education developments, etc. in addition to classroom visitations by career resource staff consultants were ways of keeping the educational community informed. The business community received letters offering speakers to deliver career education presentations suitable for civic club, P.T.A., etc. programs in return for volunteer "Associate Faculty Members" who would sign up to come speak to classes concerning their particular jobs if and when the need arose.

Recommendations:

It is felt that this type of campaign should be continued in the best interest of career education. It is imperative that career education be kept before the public eye. It has been our experience that when parents become involved in programs they generally succeed and the general public is composed primarily of parents. It is also recognized that unless teachers are in favor or support a program it will not be successful in the classroom and in order for career education to function as it is designed the cooperation of the business-industry community is extremely essential. We, therefore, feel that a three pronged approach to creating career awareness is the most effective way of accomplishing our goal.

Development of Suggested 1-6 Elementary Career Program

Activity: Development of Suggested 1-6 Elementary Career Program

Purpose: The purpose of this activity was to establish a program whereby all elementary students could be assured of a uniform opportunity to experience career education training in the New Albany-Floyd County Schools.

The goal was to build continuity into the elementary career program by striving to improve upon the past enrichment services and resources offered while at the same time attempting to provide a complete structured set of exemplary career experiences.

Schools: All elementary schools are scheduled to begin implementation on a voluntary basis beginning Fall 1975-76.

Staff Involved: All or approximately 225 elementary teachers will have the opportunity to be voluntarily involved in the complete program or some portion there of.

Students Involved: All or approximately 5,500 elementary students in the New Albany-Floyd County Schools will be involved to some degree depending upon the degree of program participation selected by their respective teachers.

Community Resources: The community plays an essential role in career education by providing tours and speakers in various areas of career cluster study.

What Happened:

The first step in developing a continuous uniform career program was to determine the career information that needed to be conveyed to students and teachers. After deciding that the development of occupational awareness and the promotion of positive personal work attitudes and concepts were the two areas of primary concern, implementation strategies for those areas were considered. The following program was developed as a plan of action.

I. Occupational Cluster Study

A. Each grade level 2-6 has been assigned specific occupational clusters to explore. The old structure was examined and revised based upon previous successes in the various grade levels. Grade 1 will have unlimited, unstructured, cluster exploration privileges depending upon the dictates of student interest.

B. Recommended tou[illegible] and visual conference phone activities have been suggested to enhance exploration of the 15 cluster areas.

C. Activity projects have been designed to incorporate hands on involvement for the students of each grade level using assigned grade level clusters as the organizing theme.

D. Over 250 speakers from the community have volunteered to speak to students and are listed by cluster area to help teachers determine who is available.

E. Over 12,000 dollars worth of instructional materials are available to teachers and are also organized and listed by cluster.

II. Career Concept Study

A. Kentucky Educational Television Channel 68 is being utilized to provide each grade level with a concept development resource with major emphasis being placed on the grade 5 Bread and Butterflies series. This weekly series helps students explore the relationship between their lives and the world of work.

B. A special adaptation has been made to take advantage of the McKnight Weekly Reader Series "A Highway to Work and Play" with separate issues for each grade leve (1-6). The program concentrates on decision making, career concept awareness, self-concept and occupational awareness and is designed to be used with an opaque projector rather than he consumed annually by students.

C. A Continuing Student Career Awareness Inventory has been designed to provide students with a method of realizing the fullest potential of their career experiences in school and to record their personal reactions to those experiences. A newly created career education mascot "C.E. the LIGHT" a green personified light bulb is used in conjunction with student folders and filing box. This portion of the program is called MY C.E. & ME FILE.

Recommendations: The entire program has been assembled in an effort to offer teachers a complete thorough career education package that includes a variety of materials and approaches, yet is flexible enough to accomodate additional teacher innovations and suggestions. High level administrative support has been received concerning the implementation of this program; however, since career education is not yet compulsory there will be some who will resist its inclusion into the curriculum and daily classroom routine regardless of its merit. There will be others who will adopt only portions of the program. We purposely designed grade level packages to encourage total program participation but not to the extent that we forced exclusion on those teachers who choose partial involvement. Each of the awareness components described though incremental parts of a whole represent meaningful career education experiences for students. It would however, be our ultimate recommendation that this total K-6 program be made mandatory to insure uniformity in career training.

SECONDARY SCHOOL PROGRAM

Special Education Workshop

Purpose: The Special Education Workshop was designed to stimulate action toward the development of a coordinated career education program for our special education students. We wanted to get all of the special education staff together; inventory existing special education services; provide an overview of career education; inform them of the services of the Career Resource Center; locate voids in the program and begin piecing together a comprehensive career education program for special education students.

Staff Involved: Twenty-one (21) special education teachers, two coordinators of special education and one consultant from the State Department of Public Instruction.

Community Resources: Goodwill Industries and Rehabilitation Center, Joseph Rauch Center for the Retarded, and the Silvercrest DCD Facility for Mutiply Handicapped.

What Happened:

Twenty-four (24) special education specialists and teachers convened to get an overview of our special education department, learn more about career education and to provide the Career Resource Center with suggestions for improving our career education program for handicapped students. The workshop was a full day of activity. Most of the time was budgeted for the following activities:

* Definition of career education with emphasis on the benefits for special education teachers and students.
* Discussion of Career Resource Center materials and services.
* Tours to local community special education training facilities.
* Brainstorming sessions searching for suggestions and ideas to make career education a reality for special education students.

Recommendations:

Our special education teachers began using career education materials immediately following the workshop and the Career Resource Center had a steady flow of requests throughout the remainder of the year. The next obvious steps will be to:

* Identify the major components of a special education career education program.
* Compile a list of treatments (materials and activities) that were successful during school year 1974-75.
* Develop a flexibly structured program for special education students.

GAMING/SIMULATION PILOTED IN GRADES 7 THROUGH 9. GAME-SIM SERIES 1, published by California Learning Simulations...consists of a package set of eighty-five (85) learning simulations based on the motivational component of the highly successful project R-3 (San Jose Unified School District). The series has two main goals:

1. Make the student aware of the connection between competence in academic skills and the ability to find and hold a job.
2. Contribute significantly to improving the students performance in academic skills, as measured by standardized tests.

Game-Sim is organized for the simulations to be used individually, as units or as a complete curriculum. All material in this package is printed on 8½ x 11 camera ready masters. Purchaser's of the Game-Sim Kit are given permission and encouraged to locally reproduce any or all of this printed material as needed.

Game-Sim was piloted in grades 7 through 9 as flexible learning components for language arts, math, science, and social studies classes. Organization plans and implementation procedures for this activity are outlined below:

I. Developed distribution plans for Game-Sim.
   A. Reviewed Game-Sim with four curriculum coordinators.
   B. Established the following grade level and subject area sequence:

7th Grade Social Studies	8th Grade Math
Unit 3 - Public Service	Unit 7 - Budget and Credit
Unit 11- Town Planning	Unit 12- Environmental Protection
Unit 13-Consumer Protection	Unit 14- Construction and Building
	Unit 15- Retail Selling

8th Grade Science	9th Grade Language Arts
Unit 4 - Maritime	Unit 1 - The Growth of Jobs in Our Technological Society
Unit 5 - Medicine and Health	Unit 2 - Communications
Unit 8 - Engineering & Science	Unit 6 - Transportation
	Unit 9 - Office and Clerical
	Unit 10- Assembly and Fabrication

   C. Conducted show and tell conference with each junior high school principal to gain formal approval and elimination of logistic problems.

II. Organized and conducted training sessions for Game-Sim Teachers
   A. Our major objective was to sell the teachers on the quality and need for such activities.
   B. The sessions were approximately 55 minutes in length and organized by school, grade level and major discipline.
   C. Unit assignments were discussed with each grade level and major discipline.

D. Each teacher received instructions on how to use and check-out Game-Sim materials.

E. A common location for the instructional material was established in each school...one that promoted visability and usage.

Although Game-Sim was introduced and made available to some 110 junior high teachers, we did not expect to receive universal acceptance and participation. We were not, however, prepared for mass rejection and the treatment that this material received. Spot checks on Game-Sim usage during the first semester were discouraging. If our teachers used the material...they did not record their efforts on the sign-out form that was glued to the lid of the Game-Sim box. Early in the second semester we made a second attempt to stimulate usage of Game-Sim material. By sponsoring a workshop for all 7th grade English teachers, Game-Sim material was included among eleven teaching activities designed to improve communication skills and develop career awareness in the communication cluster. Again, Game-Sim received only marginal use and consideration.

Recommendations: In spite of Game-Sim's poor showing during the first year of implementation, the staff of the Career Resource Center has faith in the material and believe that it can provide treatment for several of our career education objectives. Our future implementation plans will be developed around the following guidelines:

* We intend to concentrate on teachers that have indicated an interest and need for such material.

* Our substitute teaching staff will be one of our prime targets.

* Teachers involved in alternate type teaching will also receive our attention and consideration.

* Our goal is to document measured local success in each of the major disciplines in each of our secondary schools.

OPERATION "KEEPING IN BALANCE" DESIGNED TO PROMOTE SELF-AWARENESS.

"Keeping in Balance" is a handbook designed to help students adjust to the pressures of entering high school. It is a sixteen (16) page write-in workbook that will discipline students to:

* Ventilate and record their inner feelings about self.
* Evaluate their reasons for being in school.
* Start formulating their life goals and experiences.

To guidance counselors "Keeping in Balance" is a tailor made nucleus for an orientation program.

* It is a natural starter for group guidance sessions.
* It renews exposure to career clusters.
* It provides a convenient method to monitor students needs.
* It promotes positive contacts with students, i.e., reporting of cluster choices, etc.

One thousand and eighty-nine (1,089) ninth and tenth grade students field tested the book during school year 1974-75. Two schools and two different methods of implementation were employed.

Method A - (9th grade students) - Operation "Keeping in Balance" was organized and implemented by the guidance staff.

* An administrator's manual for the handbook was jointly developed by the Career Resource Center and a committee of counselors.
* One fifty-five (55) minute presentation period was budgeted with each ninth grade English section.
* Counselors presented the materials to the students.
* English teachers received a copy of the handbook and were invited to "sit-in" on the presentation.
* A major portion of the book was completed during this session.
* Follow-up activities to encourage completion of the handbook included:
    1. English teachers assigned unfinished pages of the booklet as homework.
    2. Students were instructed to make an appointment with their counselor to review certain pages and report their career cluster choices.

Method B - (10th grade students) - Plan B utilized organized homerooms to implement "Operation Keeping in Balance".

* One thirty (30) minute in-service meeting was held with each 10th grade homeroom teacher.

...Each teacher received a "Keeping in Balance" handbook and an administration manual.

...Time was allotted to discuss purpose of handbook and to "walk-thru" administration procedures.

* One sixty (60) minute extended period was budgeted for each 10th grade homeroom.
* A major portion of the handbook was completed during this session.
* A reporting form to record student cluster choices was prepared for each homeroom.

  ...The form consisted of a pre-typed homeroom roster with recording space for three cluster choices.

  ...Trusted students were able to complete this simplified form.
* Student career cluster choices were forwarded to the appropriate guidance personnel for follow-up counseling.

The second printing of "Keeping in Balance" is scheduled for school year 1975-76. Distribution and implementation plans for the future will be organized around the following recommendations:

* Classroom teachers were insecure and uncomfortable with many of the discussion topics in the "Keeping in Balance" booklet. This booklet should be organized and implemented by members of the guidance staff.

* Ninth grade students responded enthusiastically and expressed a need for the activities in "Keeping in Balance." Future local distribution of booklets will be limited to ninth grade students.

* Operation "Keeping in Balance" provided our guidance departments with information concerning basic student needs as well as tentative career cluster choices for each student. Development of techniques to record and utilize this information is of high priority for the next phase of implementation.

READY??? SET --- GO BOOKLET DESIGNED TO INCREASE AWARENESS OF AND KNOWLEDGE ABOUT WORK. When students make their first attempt to enter the world of work, they are forced to function in situations that require a variety of skills and techniques. They are confronted with demands for detailed information about themselves and school experiences. They are faced with a competitive world that has rules and regulations quite different than those normally associated with the home and school. Ready??? Set --- Go, a twenty-six (26) page grouping of structured activities was designed to prepare students with a variety of such work-seeking, work-getting, and work-success skills.

Ready??? Set --- Go is not a textbook --- yet it dispenses information. It is not a workbook --- yet it disciplines students to prepare themselves with basic entry requirements and credentials for the world of work. Descriptive titles of the book's twelve (12) sections are listed below:

Job Information	Inteview
School Records	Finding a Job
Personal Data File	Getting Along with the Boss
Application Form	You and Your Money
Letter of Application	Leaving a Job
Resume or Data Sheet	Principles for Workers

At a cost of 13¢ per student, the book was field tested with some 1,500 eleventh and twelfth grade students during school year 1974-75. The procedural outline for implementing Operation "Ready???Set---Go is listed below:

A. An Administrator's Guide for the book was developed by the staff of the Career Resource Center.

B. Approval and distribution suggestions were secured from English and social studies curriculum coordinators, building principals, guidance personnel and classroom teachers.

C. Administrator guides, evaluation forms and the books were distributed to eleventh grade English and twelfth grade social studies classes.

D. One fifty-five (55) minute presentation period was budgeted to review the entire book and condition students to complete their personal data file, resume application form.

E. Not all...but some of the teachers utilized one or more of the following procedures to emphasize and encourage completion of the job folder:

1. Unfinished pages were assigned as homework with specific completion dates.
2. One to five follow-up class sessions were utilized to check and review student progress.
3. A completed resume and application form became part of the course requirements.
4. Ready??? Set---Go became part of a three week career education unit.

The second printing of Ready???Set---Go is scheduled for school year 1975-76. Plans and recommendations for future use of the book include:

* Extensive use of guidance personnel as implementors of Operation "Ready??? Set --- Go".

* Using outside resources to emphasize hiring practices that students face after leaving school, i.e., group assembly program prior to distribution of booklets.

* Developing an action plan that will evolve toward establishing Operation "Ready??? Set---Go" as an out-going requirement for one grade level in each of our senior high schools.

CAREER CENTERS ESTABLISHED IN SECONDARY SCHOOLS. An inventory of existing career education materials in our secondary schools provided the staff of the Career Resource Center with evidence that suggested a need for career centers in each school. We found materials scattered around the school in separate offices. We found old material as well as new material with considerable duplication. A large percentage of the students did not know where to find the information...most were unaware that it existed.

Three basic steps were followed to organize and make the centers functional:

I. Student needs were translated into physical requirements and operational procedures.
II. Physical requirements and suggested operational procedures were reviewed with administrative staff of each school.
III. Career center plans were formalized with responsibility assignments to insure implementation.

Student needs were obvious:

* They need up-to-date, accurate information about career opportunities.
* This information needed to be displayed in a centralized "easy-to-get-to" location.
* They needed to know how to find this information with minimum assistance and feel free to browse in case something else looks interesting.

Action steps addressed to these student needs are listed below:

1. Career center floor space was designated in three schools. The locations varied in size, but all were centralized and easy to find...
    * One school used special made bookcases to screen off a section of their library.
    * One school converted an AV materials storage room into a career center.
    * Another school utilized a seminar room adjoining the library.
2. Large identification career center signs were printed in school colors.
3. Free material was requested from 250 organizations (addresses available upon request).
4. Librarians and counselors made additional career material contributions to the centers.
5. Materials in the Career Centers were organized and filled under the headings of the fifteen (15) U.S.O.E. career clusters.
6. Career pictures were displayed and changed every two weeks.
7. Sessions informing students on how to use the Career Centers were conducted during study-hall time.

Pilot Career Centers in secondary schools were well accepted and added considerable dimension to the career education program. Significant findings and recommendations for future Career Center operation as listed below:

* Influence from classroom teachers greatly increase student usage of Career Centers. Promotional activities need to be developed that will encourage teachers to make assignments requiring research in the Centers.

* Small group sessions designed to inform students on how to use the Career Centers were successful and should be repeated. This is an ideal activity for grade level counselors and should be expanded to include at least one student research activity.

* Student interest and acceptance of Career Centers tends to increase when peer groups (students) participate in the planning and staffing.

Health Careers Day ... Career Education on a Regional Basis

Activity: Health Careers Day

Purpose: The Career Resource Center had two major goals for Health Careers Day:

1. We wanted to provide interested students with the opportunity to have personal contact with many people employed in the Health Careers Cluster.
2. We wanted to pilot an activity that would involve students and counselors from neighboring school districts.

Schools Involved: Sixteen (16) senior high schools within a thirty (30) mile radius of the Career Resource Center participated in the program.

Number of Students Involved: 518 eleventh grade students attended Health Careers Day; 78 students were from our local school corporation; 440 students were from participating area schools.

Staff Involved: Health Careers Day was organized by the Career Resource Center staff and hosted by Indiana University Southeast. Counselors from each of the participating schools initiated student contacts, made transportation arrangements, and conducted a local evaluation.

Community Resources: Fifty-one (51) people associated and/or directly involved with the Health Careers Cluster donated a minimum of three hours from their busy schedules.

What Happened:

Health Careers Day was a career education activity that involved students on a regional basis. It was an all-day conference co-sponsored by the Career Resource Center and Indiana University Southeast. It featured booths, interest sessions, films and one hundred fifty-three (153) man hours of community resources. Major organization and implementation steps are outlined below:

I. Career ladders were used as an organizing theme.
   A. Ten career ladders were developed from the Health Careers Cluster.
      1. This was done as a project by the Health Occupations Class of Prosser Vocational Center.
      2. Talents of a high school art club were utilized to design steps for the ladders.
      3. The Career Resource Center contacted and made arrangements for consultants in each of the career ladders.

II. Made arrangements for physical facilities and other hosting services.
   A. Indiana University Southeast agreed to provide auditorium, meeting room space, student tour guides, and to print brochures, etc.
   B. Engaged McDonald's Food Service to cater noon luncheon.

III. Contacted and enlisted aid from Indiana Health Careers, Inc. and a consultant from Health Education Department, State Department of Public Instruction.

IV. Made arrangements for booth and live demonstrations.
   A. Local organizations as well as resource people were contacted for booth participation.
   B. Detailed floor plans and set-up instructions were prepared and mailed to each booth participant.

V. Contacted area high school counselors.
   A. Used phone to generate interest and obtain verbal commitment to participate in Health Careers Day.
   B. Other communications included brochures and procedures for notifying the Career Resource Center of participation.

VI. Designed and conducted a student evaluation.

Recommendations: 92% of the 310 students who returned the evaluation form rated Health Careers Day as being most helpful in their career planning. 80% indicated that they now have definite plans to seek further training in the health field. Our total student evaluation coupled with encouragement from participating counselors spell success and need for similar activities on a regional basis.

CAREER RESOURCE CENTER

Results and accomplishments of the Career Resource Center are grouped into three (3) major service activities:

1. Activities involving scheduling of community resources.
2. Activities involving scheduling of teaching aids and materials.
3. Activities involving in-service training and consultant services.

Summarized accounting of such activities for school year 1974-75 are illustrated in the following charts and verbal descriptions.

ACTIVITIES INVOLVING SCHEDULING OF COMMUNITY RESOURCES

Classroom Tours into the Community

Number of Tours		Teachers Involved	Student Career Experiences
Elementary	33	26	717
Secondary	9	13	303
TOTAL	42	39	1,020

Community Resources Visitations to the Classroom

Number of Community Resources		Volunteer Man-Hours	Student Career Experiences
Elementary	34	68	3,244
Secondary	78	207	2,024
TOTAL	112	275	5,268

Classroom Visitation Via Conference Phone

Conference Phone Calls		Teachers Involved	Student Career Experiences
Elementary	44	45	1,323
TOTAL	44	45	1,323

ACTIVITIES INVOLVING SCHEDULING OF TEACHING AIDS AND MATERIALS.

A catalog, organized by clusters, listing over 1,500 teaching aids and materials was printed and distributed to each of our schools. This publication, coupled with our in-service training program and a twenty-four (24) hour delivery service from the Career Resource Center generated a sizeable increase in teacher requests for materials. A summarized report of material requests for school year 1974-75 is listed below:

Material Requests....School year 1974-75

Resources	Number Teacher Requests	Student Career Experiences
Books, pamphlets, etc.	76	2,098
Films, Filmstrips	489	14,670
Games	37	1,110
Locally Produced Material	92	3,439
Posters, Misc. Teaching Aids	270	8,100
TOTAL	964	29,417

School year 1974-75 Total Teacher Requests for Materials (964) represents a 300% increase over last year.

IN-SERVICE TRAINING AND CONSULTANT SERVICES.

A continuation of our in-service training program was a major priority for school year 1974-75. Brief discussions of organization and implementation procedures are outlined in the Elementary and Secondary Career Education Program Results and Accomplishments (pp. A-10). Detailed information about each workshop is documented in the files of the Career Resource Center and is available upon request. A summary report of our complete in-service training program for school year 1974-75 is listed on the following page.

In-Service Training Summary...School Year 1974-75

Classification	Major Goals	No. Sessions	Hours	Attendance
Elementary Teacher Workshops	Introduction to C.E.; Develop methods for integrating C.E.	30	3	105
Secondary Teacher Workshops	Introduce Career Education to new Teachers.	1	3	14
Special Education Workshop	Orientation to C.E. opportunities.	2	3	28
7th Grade English Teacher, Communication and Media Workshop	Develop methods of integrating C.E. into English classes.	1	2	8
Junior High Principals Conference	Develop alternate educational plans for social mis-fits.	1	2	7
Counselor Conference	Develop plans for implementation of student handbook.	2	2	4
5th Grade Teacher Conference	Introduction to Bread & Butterflies Program	1	3	27

* Total Number of In-Service Training Sessions..... 38
* Total Number of In-Service Clock Hours.....110
* Total Accumulated Participant Attendance.....2,476

Consulting services of the Career Resource Center during school year 1974-75 consisted of:

* Conferences with local school personnel and representatives from schools outside our corporation.
* Participation in state-wide conferences and graduate classes at the university level.

The staff of the Career Resource Center made 583 contacts and personal visits to our local schools. We made 375 on-site visitations to our sixteen (16) elementary schools (averaging 23.5 per school) and 208 contacts with our four (4) secondary schools (averaging 52 per school). Requests for assistance outside our corporation has increased steadily during the past year. A sizeable portion of this increase is credited to the Career Resource Center's contributions to graduate education courses at Indiana University Southeast and participation in three (3) state-wide conferences.

Since September 1974, our local staff has helped organize career education activities in three (3) elementary, two (2) junior high schools and three (3) senior high schools outside of our local school corporation.

CONCLUSIONS AND RECOMMENDATIONS

PAST EFFORTS, CURRENT STATUS

The New Albany-Floyd County School Corporation has completed a period of intensified research and development activities in career education. Our main goal has been to demonstrate the feasibility of a comprehensive career education program, grades 1 through 12. We have vigorously pursued this goal, carefully documenting the processes involved. We have in addition to our many successes experienced periods of uncertainty, failure and over-confidence. We know that career education is not instantaneous or automatic. We know that development of a career education program involves a process of incremental improvement over a period of time.

In pursuit of a truly comprehensive career education program, we have implemented many successful segments that approach exemplary status. Our major efforts were addressed to the following areas:

1. In-service education of instructional and guidance personnel employed at the 1-12 level.
2. Career education program activities at the 1-6, 7-9, and 10-12 levels of our local school corporation.
3. Involvement of the business-labor-industry and professional communities in career education.

We have also generated introductory career education experiences in the following categories:

1. Career education for the handicapped.
2. Career education's influence in teacher education.
3. Career education's role in placement and follow-up.
4. Efforts to reduce race and sex bias in career opportunities.
5. In-service education of school administrators.

A centrally located Career Resource Center has been the organizing unit for all of our career education activities.

Experience and knowledge gained from our research and development activities in career education has prompted the following conclusions and recommendations.

CONCLUSIONS

Administrative support for career education has moved over to the plus side of the ledger. We have not received written endorsement from our school board, neither have we received discouragement. We still have principals and administrative staff members that only tolerate our career education efforts....We also have administrators at all levels giving strong support to the career education program. Local support level of career education will remain on this slightly inclined plateau until it is removed from a voluntary status and becomes a mandated part of the curricular offering of the schools in the State of Indiana.

Teacher interest and acceptance of career education concepts decreases as subject areas become departmentalized and as the Carnegie Unit enters the curricular pattern. This trend becomes noticeable in the sixth grade and increases with each grade level.

Student reaction to career education concepts remain fairly stable throughout all twelve grades. Interest and acceptance varies with the individual, but each student seems to have a "built-in" desire to execute control over his life style of the future.

We have received few negative responses from parents. Our local surveys clearly indicate that nine of ten parents want (some are demanding) career education concepts included in the curriculum of the New Albany-Floyd County Schools.

The business, industrial and professional communities have been most cooperative and pro-career education. During the last two years we have turned to the community some 700 times for aid and assistance. To such calls, they have responded and donated over 841 man hours of community resources to our classrooms.

RECOMMENDATIONS

Career Resource Center in-service training has demonstrated the value and need for career education. It has also provided our staff with skills and background information that is needed to integrate career education concepts into our existing curriculum. But, our teaching and guidance staff need additional help. Continued growth of a Career Resource Center that will provide such support and service is essential.

SELF-AWARENESS PROGRAM FOR EACH GRADE LEVEL. Local evaluations and needs assessment clearly justify a coordinated and continuing student self-awareness program at each grade level...K through 12.

SPECIAL PROJECT NEEDED AT EACH GRADE LEVEL. Occupational and basic career concept study need the emphasis of a special project at each grade level, K through 12. The treatment activities should provide students with an opportunity to become directly involved with local community resources...both in and out of the classroom.

TEACHERS OF REQUIRED COURSES, GUIDANCE COUNSELORS AND COMMUNITY RESOURCES. Although we have implemented many successful secondary pilot activities, career education experiences for all students in each

grade level is far from being a reality. Our records show that some students receive career education in each class on a regular basis... while others have drawn a blank. Three considerations are recommended as guidelines for plans of action at the secondary level:

1. Design career education activities for teachers that have students representing entire grade levels. Concentrate on major disciplines and required courses.

2. Design career education activities that will stimulate participation of guidance personnel.

3. Continue efforts to penetrate every classroom by encouraging utilization of community resources.

/s/ James Ed. Williams
Project Coordinator

6-30-1975
Date

APPENDIX

Appendix 1

The Career Resource Center Features . . .

MR. RALPH DOOLEY
ELEMENTARY SPECIALIST
CAREER RESOURCE CENTER
NEW ALBANY-FLOYD COUNTY
CONSOLIDATED SCHOOL CORPORATION

The Concept Approach to Career Education

The key to success in career education or any other new program in our schools is the classroom teacher. In the final analysis, all the dreams and plans for any new program rest on the shoulders of the classroom teacher. He or she is the doer. In our career education project we are attempting to provide teachers with the motivation, materials and information needed to integrate career education into the existing curriculum.

At the elementary level in New Albany, we found the motivational stage the easiest to bring about. This should not be construed that teacher motivation should ever be taken lightly. It is an essential step. In fact, until teachers want to teach something, ideas and materials will have little use. In our situation the motivation to teach career education came naturally to our teachers once they had a clear understanding of what career education could do for our students, teachers, and schools. The question became not "*Why* teach career education?", but, "*How can we* teach career education?".

In order to answer this and other questions about how to implement career education in the classroom, a series of workshops for teachers was set up. The objective of the initial workshop was to acquaint teachers with available career education materials and to provide information about the concept approach to integrating career education into the classroom. It should be kept in mind that there are few "final solutions" in education, and while many teachers enjoy this method, others prefer a more free-lance approach.

The concept approach has two major goals. First, it offers teachers a regular, systematic method for integrating career education into what is presently being taught. Second, it provides teachers with classroom experiences which will get at one of the basic goals for career education: "Every teacher, at every level, in every subject area, whenever possible, will show students the relationship between what they are teaching and the real world — the world of work."

With these two goals in mind let's take a look at how the concept approach evolves. You will need a list of career education concepts. You can find these in the State Career Education Guide or one of several career education books readily available. Our teachers use a list of concepts developed prior to the workshops for our program. Copies of these concepts are available from the New Albany-Floyd County Career Resource Center, 510 West Spring Street, New Albany, Indiana 47150.

The first step is to choose a concept you would like to teach. This is the easy part — deciding what you want to teach. The hard part is figuring out how, when and where to teach it. After choosing a concept, lay the list aside and begin planning for the week. As you plan, keep the career education concept in mind.

For illustration purposes, I chose the concept: "There are both specific and general knowledges for every career." As a teacher, when I did weekly lesson plans I always began with spelling. Using this approach, I would see if this concept could be brought in somewhere during the week's spelling activities. A good time to teach the concept I chose would be as the word list is introduced. Which words would be used by different workers? Some words are used more frequently by certain workers; thus, it would be more important for that person to spell them correctly. The same procedure would be followed in math, reading, social studies, etc. The concept you choose will fit easily into some subject areas, while it might not work at all in other areas. It may be easy to integrate with the story content in reading on Thursday, or it may be a natural part of Wednesday's social studies lesson. When, where, and how often you can use the concept depends on the concept you choose, your subject matter for the week and the number of different subject areas you want to include. In our program, it's not uncommon for a teacher to fit a single concept into all of the subject areas at least once before the week is over. Others are able to integrate two or three different concepts each week.

The concept approach does not require a lot of extra work or time, and it does not require a spectacular event to be effective. You don't have to be a creative genius or know a lot of resource visitors. All you really have to do is decide: "Here's a concept I think kids need to know. Can I develop it in math on Monday? Maybe. In language on Thursday? Sure. How about social studies on Tuesday? No, but health on Friday . . ." As a teacher you have to plan for the week anyway, so why not include career education concepts in your lesson planning and teaching?

Appendix 2

GRADE SEQUENCE FOR CAREER CLUSTERS

The fifteen (15) U.S.O.E. clusters were reviewed and compared with the curriculum, textbooks, and student maturity of each elementary grade level. By vote of a nine member task force committee, career clusters were divided into primary and intermediate levels. Sub-committees were then formed and the following grade sequence for the fifteen clusters was developed.

Grade 1	General Awareness of the World of Work
	Developing Positive Attitudes Toward Work
Grade 2	Consumer and Homemaking Occupations
	Health Occupations
	Public Service Occupations
Grade 3	Construction Occupations
	Personal Service Occupations
	Transportation Occupations
Grade 4	Fine Arts and Humanities Occupations
	Manufacturing Occupations
	Marketing and Distribution Occupations
Grade 5	Agri-Business and Natural Resources Occupations
	Environmental Occupations
	Marine Science Occupations
Grade 6	Communication and Media Occupations
	Business and Office Occupations
	Hospitality and Recreation Occupations

Appendix 3

CAREER EDUCATION MATERIALS
FREQUENCY USAGE CHART BY SCHOOL

1973-74 Report

SCHOOL	MATERIAL REQUEST ---- SCHOOL YEAR 1973-74
Elementary Schools	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
1. Corydon Pike/Pineview	XXXXXXXXXXXXXXXXX
2. East Spring	XXXXXXXXXXXXX
3. Fairmont	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
4. Galena	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
5. Georgetown	XXXXXXXXXX
6. Grant Line	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
7. Green Valley	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
8. Greenville	XXXXXXXXXXXXXXXXXXXXX
9. Lafayette	XXXXXXXXXXXXXXXX
10. Lillian Emery	XXXXXXXXXXXXXX
11. Mt. Tabor	XXXXXXXXX
12. S. Ellen Jones	XXXXXXXXXXXXXXXXXXXXX
13. Silver	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
14. St. Mary's	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
15. Slate Run	XXXXXXXXXXXXXXXXX
16. West Spring	XXX
Junior High Schools	
17. Hazelwood	XXXXXXXXXXXXXXXXXXXXX
18. Scribner	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
High Schools	
19. Floyd Central	XXXXXXXXXXXXXXXXXXXX

Appendix 4

CAREER EDUCATION MATERIALS
FREQUENCY USAGE CHART BY MONTH

1973-74 Report

MATERIALS REQUESTED

Month	0 10 20 30 40 50 60
September	XX
October	XXXXXXXXXXXXXXX
November	XXXXXXXXXXXXXX

Appendix 5

MY SELF-IMAGE INVENTORY

What Do I Think About Myself?

This inventory contains forty-two statements that are often used to describe people. You are asked to describe yourself by placing an "X" in one of the parentheses to the right of each statement. If the statement does not describe you at all place an "X" in the first parenthesis. If it fits you perfectly, place an "X" in parenthesis seven. The remaining five parentheses allow you to check your degree of fit between the two extremes. If you do not understand some of the words in the statements or if you need additional help, ask your homeroom teacher--quietly.

In the first example below, the person answering felt that the statement described him to some extent but that it was not a perfect fit.

Example (1)	Fits Poorly 1	2	3	4	5	6	Fits Well 7
I make friends easily.	( )	( )	( )	( )	( )	(X)	( )

In Example (2), he felt that the statement was about as poor a description of him as it could possibly be.

Example (2)	Fits Poorly 1	2	3	4	5	6	Fits Well 7
I do my best to make good grades.	(X)	( )	( )	( )	( )	( )	( )

In Example (3), he felt that the statement was moderately descriptive. In some ways it fit and in some ways it did not.

Example (3)	Fits Poorly 1	2	3	4	5	6	Fits Well 7
I am concerned about the well-being of others.	( )	( )	( )	(X)	( )	( )	( )

NOTE: There are no right or wrong responses so be as honest with yourself as possible. Your responses will be held in strict privacy.

	Fits Poorly 1	2	3	4	5	6	Fits Well 7
1. I have good attitudes toward getting an education.	( )	( )	( )	( )	( )	( )	( )
2. I am not satisfied with "just getting by" in school.	( )	( )	( )	( )	( )	( )	( )
3. I assume full responsibility for becoming the person I want to be.	( )	( )	( )	( )	( )	( )	( )

		FITS POORLY 1	2	3	4	5	6	FITS WELL 7
4.	I am a person who gets goals and reaches them.	( )	( )	( )	( )	( )	( )	( )
5.	I like myself	( )	( )	( )	( )	( )	( )	( )
6.	I am an organized person.	( )	( )	( )	( )	( )	( )	( )
7.	I have a strong curiosity and thirst for knowledge.	( )	( )	( )	( )	( )	( )	( )
8.	I have the ability to learn anything I need to know.	( )	( )	( )	( )	( )	( )	( )
9.	Most people who know me like me.	( )	( )	( )	( )	( )	( )	( )
10.	I am sensitive to the feelings of other people.	( )	( )	( )	( )	( )	( )	( )
11.	I understand my parents.	( )	( )	( )	( )	( )	( )	( )
12.	I accept my parents as they are.	( )	( )	( )	( )	( )	( )	( )
13.	I am a good listener.	( )	( )	( )	( )	( )	( )	( )
14.	I have a good memory.	( )	( )	( )	( )	( )	( )	( )
15.	I am seldom late for an appointment or for class.	( )	( )	( )	( )	( )	( )	( )
16.	I make good use of my mental ability.	( )	( )	( )	( )	( )	( )	( )
17.	I am in control of the way I think and act.	( )	( )	( )	( )	( )	( )	( )
18.	I have the ability to improve my grades.	( )	( )	( )	( )	( )	( )	( )
19.	I want to improve my grades.	( )	( )	( )	( )	( )	( )	( )
20.	I have an "I can" attitude toward solving problems.	( )	( )	( )	( )	( )	( )	( )
21.	I do not waste much time.	( )	( )	( )	( )	( )	( )	( )
22.	I think for myself.	( )	( )	( )	( )	( )	( )	( )
23.	I have decided who I want to become.	( )	( )	( )	( )	( )	( )	( )
24.	I follow instructions well.	( )	( )	( )	( )	( )	( )	( )

		FITS POORLY 1	2	3	4	5	6	FITS WELL 7
25.	I am the kind of person others like to follow.	( )	( )	( )	( )	( )	( )	( )
26.	Others see me as fair and honest.	( )	( )	( )	( )	( )	( )	( )
27.	I do not avoid difficult problems.	( )	( )	( )	( )	( )	( )	( )
28.	I am prepared to assume adult responsibility.	( )	( )	( )	( )	( )	( )	( )
29.	I seldom try to imitate others.	( )	( )	( )	( )	( )	( )	( )
30.	My future is bright.	( )	( )	( )	( )	( )	( )	( )
31.	I have a concern for the welfare of others.	( )	( )	( )	( )	( )	( )	( )
32.	I am anxious to learn and improve myself.	( )	( )	( )	( )	( )	( )	( )
33.	I take pride in the work I do.	( )	( )	( )	( )	( )	( )	( )
34.	My world is what I make it.	( )	( )	( )	( )	( )	( )	( )
35.	I am not a conformist.	( )	( )	( )	( )	( )	( )	( )
36.	I understand how to choose a career.	( )	( )	( )	( )	( )	( )	( )
37.	I appreciate the importance of education to career success.	( )	( )	( )	( )	( )	( )	( )
38.	I know what I want from a career.	( )	( )	( )	( )	( )	( )	( )
39.	I am a self-confident person.	( )	( )	( )	( )	( )	( )	( )
40.	I am curious about new ideas.	( )	( )	( )	( )	( )	( )	( )
41.	I follow an organized system for solving my problems.	( )	( )	( )	( )	( )	( )	( )
42.	I am highly motivated to be successful in my career choice.	( )	( )	( )	( )	( )	( )	( )

Appendix 6

TO: All 7th Grade Students

FROM: Mrs. Rice, Your 7th Grade Counselor

Hi! Do you remember just about this time last year, you were making plans to visit Scribner from the sixth grade? We hope that Scribner has lived up to your expectations.

Have you and your parents ever wondered just what the purpose of a Junior High is? Basically, there are three reasons for have a Junior High.

1. Junior High is a connecting point between childhood and adulthood. You continue your school education and family training: learning how to be healthy, safe, and how to live happily with other people while participating in worthwhile and satisfying activities. You are maturing physically, socially and mentally. Your school subjects become more specialized as you spend more time studying them. You and your family may begin to talk about some future goals--high school, college, the world of work. You begin to think of your school and activities as sometimes relating to your goals.

2. Junior High is a period of exploration. Although you learned something about art, science, math, English, social studies, music and sports in the elementary grades, you are able to spend more time exploring those subjects in the 7th grade. You will continue new fields of exploration in the 8th grade. Your schedule will look something like this:

REQUIRED SUBJECTS.	ELECTIVES. You Choose One.
English	Physical Education/Study Hall
Mathematics	Band
Social Studies	Orchestra
Science	Choir
Home Economics - Girls	
Shop- Boys	

3. Junior High School is a period when you are definitely developing your own independent individuality and personality. You are developing rapidly in many different ways. You may often wonder if you are the same person. You are beginning to develop an "awareness" of self. This activity is considered mature and worthwhile. It helps you to check yourself occasionally to consider if you are going in the right direction. It helps you to develop an "image" of yourself that may be important to you now and in the future.

You already have some "givens." These are things which can't very well be changed--the color of your eyes, your height, your talents, perhaps some of your family circumstances. There are some things which can be changed. It may depend on you and your image of yourself. How you think of yourself or consider yourself to be is very important.

Counselors in school and business often use a tool called a check-list "inventory" which helps students and people who work to see how they stack up as students or workers. There is no right or wrong answer. It just helps people to understand how they think of themselves, and if they seem to be headed in the right direction. They are fun, and often, they are quite useful. Wouldn't you like to try one now?

Your homeroom teacher will give a copy to each of you. Remember, you do not have to show the answers to anyone. It is how you think of yourself. And at this point, you may not be satisfied with the results and want to change. You can. You may feel everything is going along O.K. Great! Whatever you find, it is for your own information. You may share it with your family and friends if you want their opinion. That's up to you.

Now that you have some idea of the reason for Junior High School, have taken a good look at yourself through the "Self-Image Inventory," and you know something about the 8th grade schedule, you and your parents are invited to talk to the counselor about your future education and work plans. We have a great deal of information that may be of help to you as you cross this Junior High bridge.

On April 1, you will be given more information about the 8th grade program. We will go more into detail, and you will make out a plan of work card. Take it home to your parents and help us at school to help you to become what you want to be.

GOOD LUCK! HAVE FUN!

Appendix 7

NATHANIEL SCRIBNER JUNIOR HIGH SCHOOL
910 Old Vincennes Road
NEW ALBANY INDIANA 47150

May 9, 1974

Dear Parent,

As a part of the testing program for N.A.F.C. schools, your eighth grade student was recently given the Differential Aptitude Test. This test is designed to measure your student's school achievement along with his interests and goals.

The career education pilot program for grades 1-12 in this county is directed to help both boys and girls build for their futures, which consist of further education and paid employment. Career education stresses meaningful education for all students in all subjects as "Preparation for Life."

The Career Planning Report, enclosed here, was written especially for your student considering his school achievement, his educational plans, his school subject preferences, and his occupational group preferences. Class standing referred to on the printout enclosed in this letter has not been determined by the school at this time--this was your student's own evaluation of himself/herself.

Since group tests are never completely accurate, this report is meant to be a guide for future planning. Your student has read the report at school with the counselor. May we suggest that you discuss this report with your student. If you have any questions, you are invited to call the school and arrange for an appointment to talk with the counselor.

Although this report indicates some occupational areas for your child to investigate, it is not by any means intended to be all-inclusive. We look forward to your cooperation in helping your child build his/her future logically and realistically.

James R. Ardrey
James R. Ardrey
8th Grade Counselor

Mary McDaniel
Mary McDaniel, Consultant
Career Education Project

djn

Enclosure - Printout

Appendix 8

PERSONAL DEVELOPMENT CLASS

BIBLIOGRAPHY LISTING OF REFERENCE MATERIALS

Indiana Employment Security Division. Unemployment Kit (10 North Senate Avenue, Indianapolis, Indiana).
(Prepared by the U.S. Department of Labor Manpower Administration Unemployment Insurance Service in co-operation with the National Council for Social Studies).

Institute of Life Insurance. Making the Most of Your Money (227 Park Ave., New York, New York, 1969).
(Lessons for consumer education for adults.)

Lee, Mariam. Jobs in Your Future (Scholastic Book Services, Division of Scholastic Magazines, Inc., New York, New York).

Panzarella, Andrew. Microcosm: A Radical Experiment in Re-education in Becoming a Person (St. Mary's College Press, Winona, Minnesota, 1972).

Singer Education Division. Job Survival Skills Program (Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois, 1973).
(The Job Survival Skills Program is divided into fifteen units, requiring approximately twenty-five hours of instruction time, with enough material for twenty participants. The following components make-up the Job Survival Skills package:

Overview Manual.
Group Leaders Instructions
Participants Workbook
Sound/Filmstrips (13)
7 Simulation Materials).

Young, Eleanor. Basic Skills for Everyone. (Cebco Standard Publishing Company, 104 Fifth Avenue, New York, New York).

Appendix 9

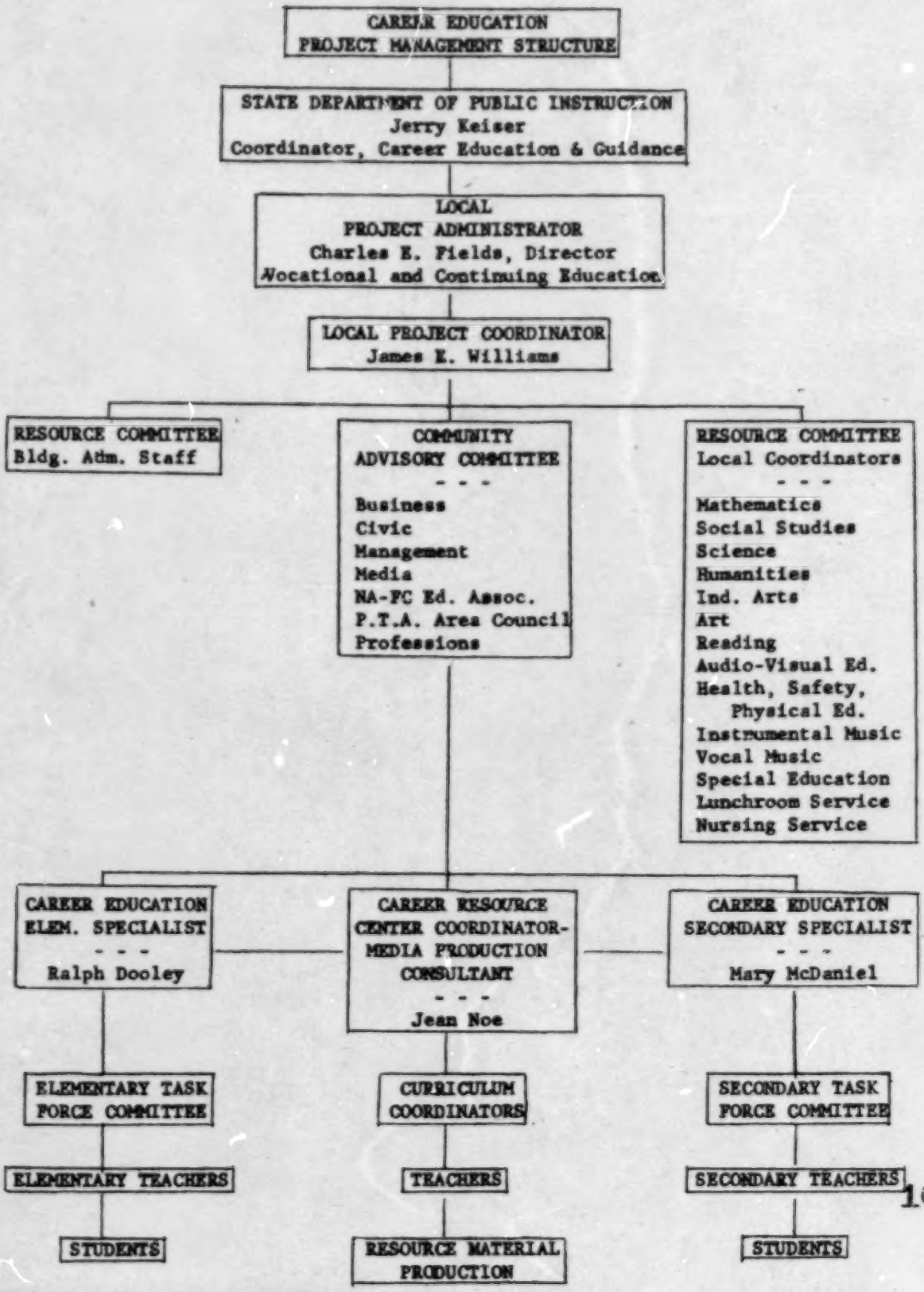
EVALUATION DESIGN CONFERENCE

CAREER RESOURCE CENTER — TUESDAY, NOVEMBER 13, 1973

AGENDA

8:30 - 8:45	Introductions
8:45 - 9:15	Overview of Project (James E. Williams)
9:15 - 9:45	Information Based Evaluation -- Explanation and Discussion (Dr. Hugh Peck, Vice President, Institute for Development of Educational Auditing)
9:45 - 12:00	Evaluation Information Requirements for NA - FC Schools' Career Education Project (Dr. Hugh Peck and Associates)
	* Evaluation user priorities (Examples of users are: teachers, principals, Career Resource Center staff, U.S. Office of Education, etc.)
	* Evaluation domain priorities (Examples of domains are: self concept, career awareness, achievement, cost, attitudes, etc.)
	* Evaluation constraints (Examples of constraints are: available funds, pupil testing time, teacher involvement time, etc.)
12:00 - 1:00	Lunch (on your own)
1:00 - 3:00	Evaluation Information Requirements Continued
	* Evaluation questions by domains (Evaluation questions are prepared in conversation format such as: Do students in career education show significant gains in self concept? or, Do teachers show a favorable attitude toward career education?)

APPENDIX 10


CAREER EDUCATION
PROJECT MANAGEMENT STRUCTURE
STATE DEPARTMENT OF PUBLIC INSTRUCTION
Jerry Keiser
Coordinator, Career Education & Guidance
LOCAL
PROJECT ADMINISTRATOR
Charles E. Fields, Director
Vocational and Continuing Education
LOCAL PROJECT COORDINATOR
James E. Williams
RESOURCE COMMITTEE
Bldg. Adm. Staff
COMMUNITY
ADVISORY COMMITTEE
- - -
Business
Civic
Management
Media
NA-PC Ed. Assoc.
P.T.A. Area Council
Professions
RESOURCE COMMITTEE
Local Coordinators
- - -
Mathematics
Social Studies
Science
Humanities
Ind. Arts
Art
Reading
Audio-Visual Ed.
Health, Safety,
Physical Ed.
Instrumental Music
Vocal Music
Special Education
Lunchroom Service
Nursing Service
CAREER EDUCATION
ELEM. SPECIALIST
- - -
Ralph Dooley
CAREER RESOURCE
CENTER COORDINATOR-
MEDIA PRODUCTION
CONSULTANT
- - -
Jean Noe
CAREER EDUCATION
SECONDARY SPECIALIST
- - -
Mary McDaniel
ELEMENTARY TASK
FORCE COMMITTEE
CURRICULUM
COORDINATORS
SECONDARY TASK
FORCE COMMITTEE
ELEMENTARY TEACHERS
TEACHERS
SECONDARY TEACHERS
STUDENTS
RESOURCE MATERIAL
PRODUCTION
STUDENTS